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ABSTRACT

The Social Climate Scales were designed to assess the dimensions of four types of environments: treatment, total institutions, school, and community settings. This report provides abstracts of recent research projects in which the scales have been used. The projects involved use of the Ward Atmosphere Scale, Community-Oriented Programs Environment Scale, Correctional Institutions Environment Scale, Classroom Environment Scale, University Residence Environment Scale, Family Environment Scale, Work Environment Scale, and Group Environment Scale. Brief annotations of sixty additional research projects are appended. Three basic reference books of interest are also briefly described. (JAC)

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SOCIAL ECOLOGY LABORATORY

THE SOCIAL CLIMATE SCALES:

AN ANNOTATED BIBLIOGRAPHY[1]

April, 1977

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Annotated Bibliography of Research on the Social Climate Scales

Dear Colleague:

Since we are getting many requests for information about recent research with the Social Climate Scales, we are compiling and periodically updating an annotated bibliography of the relevant work.

The basic research conducted on psychiatric treatment environments in hospital and community settings (i.e., using the Ward Atmosphere Scale and the Community-Oriented Programs Environment Scale) is reviewed and summarized in Moos, R. Evaluating Treatment Environments: A Social Ecological Approach. Wiley-Interscience, New York, 1974.

The basic research conducted in institutional and community-based correctional facilities (i.e., using the Correctional Institutions Environment Scale) and in military companies (using the Military Company Environment Inventory) is reviewed and summarized in Moos, R. Evaluating Correctional and Community Settings. Wiley-Interscience, New York, 1975.

In addition, psychometric, normative, and other statistical information about the Social Climate Scales is given in their respective Manuals, which have been published by Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306. Consulting Psychologists Press has also published an introduction to the Scales entitled: The Social Climate Scales: An Overview. This Overview briefly summarizes the Scales, presents information about their administration, discusses the similarity of underlying patterns of social environments, suggests practical uses of the Scales, and reviews some of the relevant conceptual and methodological issues.

The detailed abstracts cover some of the relevant work which is not already cited in the above publications. References and brief abstracts of additional recent work, of earlier work, and of work which used somewhat altered versions of one of the Scales, are provided in the Appendix. Both our own research and the research of other investigators is included, in-so-far as we are aware of the work which has been done. Since we are trying to keep up with research on the Social Climate Scales, we would appreciate receiving information about on-going work, and copies of completed manuscripts as they become available (as well as more complete citations when unpublished manuscripts or portions of dissertations are published). Abstracts of new manuscripts will eventually be included as the bibliography is periodically updated.

We welcome inquiries about the Scales and are glad to answer questions and to provide interested investigators with further information about research currently in progress.

Rudolf H. Moos

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PART I

ABSTRACTS OF STUDIES USING

THE

WARD ATMOSPHERE SCALE

AND THE

COMMUNITY-ORIENTED PROGRAMS ENVIRONMENT SCALE

Alden, L. Psychiatric ward atmosphere and patient behavior change. Doctoral dissertation. Department of Psychology, University of Illinois at Champaign, Urbana, Ill., 1975.

Incarcerated males on eight wards of a psychiatric hospital in British Columbia completed the Ward Atmosphere Scale (WAS) and were assessed in relation to their personality traits, and background characteristics. All of the WAS subscales significantly differentiated among the wards (ward differences accounted for between 14 and 42% of the WAS subscale variance). Wards perceived as clear and as emphasizing more expressiveness and self-understanding had more staff-patient interaction and a smaller proportion of patients who were observed to be alone on the ward.

Patient background characteristics showed only minimal correlations with the WAS subacles, however there was a tendency for patients anticipating a longer length of stay to report somewhat more positive perceptions of their ward. Self-reported personality traits showed some relationships to environmental perceptions, but, since ward differences were not controlled in the analyses, the relationships may partly reflect real differences in the ward environments of psychiatrically sicker patients.

WAS results, taken both consensually and individually, related to behavior changes. Patients who felt that they knew what was expected of them, and that they were encouraged to act openly, to be self-sufficient and to consider their personal problems tended to show improvement in mood. Patients on wards perceived to have high levels of staff control became more seclusive, while patients on wards perceived to be supportive became more communicative. In general, personality measures were better predictors of behavior change than either consensual or individual perceptions of social climate, however, when patient characteristics were partialled out the WAS subscale means were substantially related to change in retardation, seclusiveness, care needed, and depressive mood (multiple R's of .30 or above).

Bliss, F., Moos, R. and Bromet, E. Monitoring change in community-oriented treatment programs. Journal of Community Psychology, 4:315-326, 1976.

The COPES was used to assess and evaluate changes in the social climate of two alcoholism treatment programs. The programs were similar in size and treatment orientation, but differed in physical and organizational setting, program length and patient and staff characteristics. Specific changes occurring within the treatment programs resulted in corresponding changes in relevant dimensions of the programs' social climates. For example, in one program the three factors on which patients and staff were initially most discrepant (involvement, practical orientation, and clarity) were the factors on which staff concentrated, and on which patient perceptions later changed most.

The two examples illustrate the connection between the Relationship and System Maintenance dimensions. Since most changes are implemented through structural or organizational means (e.g., new rules, better channels of communication), efforts to improve Relationship or Treatment Program dimensions may initially be confounded by patient reaction to a greater emphasis on System Maintenance (staff control is an important indicator here). Thus, the initial changes in one of the programs led to greater structure and a concomitant decrease in the quality of interpersonal relationships. The continuing development process eventually brought about the desired changes. The changes which occurred in the other program showed that Relationship and Treatment Program dimensions can be positively affected through organizational means without leading to greater staff control.

The practical utility of COPES in evaluating the results of change in community-oriented treatment programs is discussed.

Bram, P. Patient and staff perceptions of a psychiatric ward as a function of the systems of ward management. Doctoral Dissertation, Medical College of Pennsylvania, Philadelphia, Pennsylvania, 1972.

Patient and staff perceptions of ward social environment as it related to type of ward management were assessed in therapeutic community and token economy wards. The Ward Atmosphere Scale was administered to 21 patients and 17 staff on each ward.

Patients and staff perceived the therapeutic community ward similarly, though staff felt the ward was slightly more interactive, more clearly organized, and less strictly controlled than the patients did. Patients and staff differed widely in their perceptions of the token economy ward, however. Staff perceived the ward as encouraging more free expression of feelings, self-reflection, order and expression of anger, and less strict control than patients did.

Patients on the therapeutic community ward perceived significantly more spontaneity and somewhat more encouragement of self-reflection and expression of anger than patients on the token economy ward did. Staff perceptions of the two wards did not differ on any dimensions.

The differences in patient perceptions of the two wards were consistent with differences in the treatment programs. The generally more positive perceptions of the staff may be because staff have a higher level of responsibility for the programs and hence tend to perceive them in a more favorable light.

Bromet, E., Moos, R. and Bliss, F. The social climate of alcoholism treatment programs. Archives of General Psychiatry, 33:910-916, 1976.

The COPES was used to assess the social climate of four residential alcoholism treatment programs. The programs differed in their treatment orientations (e.g., aversion conditioning, milieu therapy) and in the sociodemographic characteristics of the patients admitted. Results showed that (1) COPES profiles distinguished between the four alcoholism programs in ways that were consistent with their respective treatment orientations; (2) the types of patients admitted to these programs did not systematically affect their treatment environment; and (3) changes occurring within one of the programs resulted in corresponding changes in relevant dimensions of the treatment milieu.

Since it is sometimes assumed that aversion conditioning programs necessarily neglect the social aspects of treatment for alcoholism, it is important to note that members and staff in our aversion conditioning program perceived very strong emphasis on interpersonal relationships and discussion of personal problems. The program was highly structured and tended to allow patients little independence, but it simultaneously encouraged meaningful interpersonal relationships and the spontaneous expression of feelings.

Overall, the finding that there was strong emphasis on the Relationship dimensions and on personal problem orientation in all four programs suggests that a unique camaraderie may exist among patients in some alcoholism programs. Patients in these programs are concerned with sharing experiences and helping one another with their mutual problems; this may be facilitated by the fact that patients all share a common problem of alcoholism.

Cramer, B. An analysis of the responses from selected sheltered care facilities in southern Illinois to the Community-Oriented Programs Environment Scales instrument. Doctoral dissertation, Southern Illinois University, Carbondale, Illinois, 1973.

Residents' perceptions of the social environments of sheltered care facilities were assessed using the Community Oriented Programs Environment Scale (COPES). Three types of programs (those with state approved activities and social rehabilitation programs, those with activities but no rehabilitation programs, and those with neither activities nor rehabilitation programs) were compared as to residents' perceptions, and whether these perceptions related to demographic factors and external environmental characteristics.

The residents of the three types of programs did not perceive their social climates to be significantly different. Demographic factors analyzed included sex, marital status, religion, occupation, and educational level. The only two that differentiated perceptions were sex, with males perceiving a more supportive but less spontaneous climate; and age, with older residents feeling less freedom to express ideas. External environmental factors related to perceptions. Residents who had previously spent more than a month in an institution experienced more spontaneity. Residents who had been in the current home for longer periods of time felt less involved with the program and that the program was less oriented toward preparation for release.

The author concluded that there were some problems in applying the COPES to sheltered care settings and that a different instrument might show more differentiation.

Golden, L. Feedback of assessment data as a means to facilitate program modification in a psychiatric halfway house. Doctoral Dissertation, Arizona State University, Phoenix, Arizona, 1974.

The Community-Oriented Programs Environment Scale (COPES) was one of several measures used to assess the environment in a halfway house in an attempt to use feedback to affect positive change.

Career House is a home for young people with a history of psychological problems, its purpose being to help them attain their vocational and academic goals. The twelve residents and eight staff members were given the Real and Ideal forms of the COPES. The greatest areas of discrepancy between the real and ideal programs were in the areas of involvement, support, practical orientation, order and organization, and program clarity. Committees were organized to come up with suggestions to improve these areas, and a 30-day action plan was instigated during which these suggestions were to be acted upon; however, less than 25% of the suggestions were actually instigated.

At the end of this period the scales were readministered. A t-test analysis showed no positive change resulting from the 30-day action plan. However, staff and residents were essentially in agreement on their conceptions of an ideal program, and the post-test resident real and ideal COPES scores were closest on practical orientation and personal problem orientation. Since these two scales were directly related to Career House's major objectives of helping people to meet academic and vocational goals, Career House appeared to be achieving its stated purpose.

The author felt that this attempt to use feedback to facilitate change may have failed because the time period was too short, because of specific staffing problems, and because the residents felt uncomfortable in a decision-making role.

Jelinek, R. A methodology for the evaluation of quality of life and care in long-term facilities. National Technical Information Service, U.S. Department of Commerce, Springfield, Va., 1974.

A new instrument to measure the quality of long-term care facilities was developed in this study, which assessed care given independently of compliance to state regulations. A matching of the characteristics of the facility and the resident was used as an indication of appropriateness of placement. A pilot testing of the instrument was carried out with 20 nursing homes of varying characteristics.

A number of instruments were used in the initial survey, including the Community-Oriented Programs Environment Scale (COPES), which was used to assess staff perceptions of the facilities and was completed by eight to ten staff at each facility. The COPES was retained in the final instrument as the staff survey section of the facility survey. A hierarchical system of measurement was developed by deriving a formula to combine scores to create a global index of general characteristics of facilities. Criterion scores were combined into eight specific objectives, which were combined into three more general objectives (Psychosocial Environment, Physical Plant/Personal Services, Professional Services) to ultimately form a single quality index.

A pilot testing of the final instrument was carried out and some additional revisions were made. Summary profile measures were constructed and used to identify individual strengths and weaknesses of each facility. For example, the quality index for Facility No. 3 was about average when compared to the other 19 homes; its strongest area was professional services, and its weakness lay in physical plant and personal services. It was concluded that the system discriminates among facilities in meaningful ways, and that it warrants further testing.

Keel, J. The effect of an open nursing report on the patients' perceptions of the psychiatric ward atmosphere. Masters thesis. Graduate School of the Texas Woman's University College of Nursing. Denton, Texas. August, 1972.

This study attempted to determine if the nurse could affect patients' perceptions of the ward environment by meeting their needs for information. The author hypothesized that hospitalized patients frequently perceive their ward environment with anxiety and fear due to lack of communication.

The Ward Atmosphere Scale (WAS) was given to 28 patients on two psychiatric units at a large hospital. The nursing staff then initiated the practice of holding daily meetings, at which reports on all patients were read aloud to patients, who were encouraged to add information. Approximately one month later the WAS was readministered. No significant changes were recorded on Ward A, and the only significant change on Ward B was that patients perceived higher levels of Support at the second testing. However, some positive effects were observed that were not indicated by WAS results, including increased patient cohesiveness and participation.

The author suggested that this study be carried out on a larger scale and over a longer time period, and that staff perceptions be considered as well as patient perceptions. She also discussed the need for nurses to become more aware of the beneficial effect they can have on the general social climate of psychiatric treatment settings.

Klass, D., Growe, G., and Strizich, M. Ward treatment milieu and posthospital functioning. Archives of General Psychiatry, in press, 1977.

The relationship between perceived ward environment and treatment outcome was studied on two psychiatric units. Unit One contained seven wards of patients requiring short-term hospitalization, while the patients in the 14 wards of Unit Two were more chronically ill. Perception of the social environment was measured by administering the WAS to patients and staff, and treatment outcome was assessed by the length of time an individual spent out of the hospital after discharge. Other demographic variables were also assessed and related to time out of the hospital.

Analysis of covariance (adjusting for patient characteristics such as age and number of previous admissions) revealed no difference in duration of non-hospitalization among the wards in Unit One. However, there were significant differences among the wards in Unit Two in length of time out of the hospital. Thus, those WAS subscales which significantly discriminated among the Unit Two wards were related to adjusted mean time out of the hospital. Staff and patient perceptions of discouragement to express anger, and staff perceptions of high levels of order and organization related to long periods of time out of the hospital. (Interestingly, the number of violent episodes resulting in injury was positively related to patient and staff perceptions of anger and aggression, and negatively related to staff perceptions of order and organization.)

The authors conclude that an emphasis on impulse control and time-space ordering may be related to treatment outcome. The results are consistent with the view that "disorganized" patients who are treated on highly organized wards, and internalize some of the social structure of the ward, may stay in the community longer after discharge.

Kogutek, M. The assessment of an alcoholism rehabilitation program treatment environment as related to treatment outcome. Doctoral Dissertation, School of Special Education and Rehabilitation, University of Northern Colorado, Greeley, Colorado, 1977.

The social climate of CAREUNIT, a detoxification and rehabilitation program for alcoholics, was assessed by having 95 patients complete the Ward Atmosphere Scale (WAS). Treatment outcome was assessed six months after discharge along six dimensions of the Behavior Rating Scale.

The perceived environment on CAREUNIT proved to be more involving, supportive, encouraging of free expression, organized, and clear, but less permitting of the expression of anger and less controlling than the average ward measured by the normative data.

Individual patient's WAS subscale scores were correlated with the six Behavior Rating Scale scores (N=95 patients). Thus, there were some slight but statistically significant relationships between patients' perceptions of the treatment environment and their treatment outcome. For example, patients who perceived the ward to be highly ordered also scored highly on the outcome scales of interpersonal relationships and personal-social responsibility. Patients who perceived the ward to encourage spontaneity, self-sufficiency, introspection, and expression of anger without being overly controlling tended to find employment or enter training more easily than other patients. Patients who perceived the ward to have fewer rules and regulations scored highly on the outcome scale of use of alcohol for coping.

Lawton, M., Lipton, M. and Cohen, J. Treatment quality and the physical environment of the mental hospital ward. Norristown State Hospital, Norristown, PA., 1976.

The relationship between the physical environment and rated treatment quality was explored in this study of 51 psychiatric wards. Expert ratings of treatment quality were factor analyzed and three components were identified: Institutionalism, Quality of Administrative/Therapeutic Staff, and Quality of Nursing Staff. Sixty reworded items of the Ward Atmosphere Scale (called the Norristown Milieu Scale) assessed staff attitudes, and were factor analyzed into six components: active patient initiative, staff benevolence, structure, patient mutuality, ward morale, and chronic vs. active ward.

Institutional wards tended to be neat, but contained standardized furnishings and were poorly supplied. Wards with poorly rated nursing staff quality were well equipped, but also furnished in a standard manner. When process factors such as WAS results and staff evaluations were controlled, the degree to which furnishings were standardized (i.e., were not homelike) was the only physical environmental factor which characterized wards rated as being more Institutional and/or as having lower Nursing Staff Quality.

The results present little evidence that the physical environment makes an independent contribution to treatment quality as rated by experts familiar with the ward. However, the interrelatedness of all the measures caused the authors to suggest that intervention at any point (e.g., changing either the physical or the social environment) might improve the overall quality of the treatment milieu.

Lawton, M., Lipton, M. and Cohen, J. Ward size, staffing patterns, and the quality of psychiatric treatment environments. Norristown State Hospital, Norristown, PA., 1976.

The relationship between judged treatment quality and size and staffing patterns was examined in this study of 51 psychiatric treatment wards. Ratings of treatment quality were made by experts familiar with the units, and factor-analyzed to reveal three components: Institutionalism, Quality of Administrative/Therapeutic Staff, and Quality of Nursing Staff. Staff perceptions were assessed with the Norristown Milieu Scale, which consists of 60 items reworded from the Ward Atmosphere Scale. A factor analysis of staff resonpses to the 60 items revealed six factors: active patient initiative, staff benevolence, structure, patient mutuality, ward morale, and chronic vs. active ward.

Regression analyses relating size and staffing to expert ratings of treatment quality were done controlling for patient background variables, staff attitudes, institutional factors, and physical environment factors. Large size was associated with Institutionalism, and small size was associated with poor Nursing Staff Quality. However, these results may be partly due to other factors associated with size. The highe rated nursing staff quality in larger wards was thought to be due to the fact that experts' judgments were based more on the efforts of the nurses than on their actual behavior. Staffing ratios were not related to rated quality, but this may have been because all the wards were locted in a single institution.

The results indicate that size and staffing may not be as highly related to ward quality as other studies have suggested, and that further exploration into the relationship between treatment environment factors and treatment quality may be useful.

Lawton, M., Lipton, M. and Cohen, M. The mental hospital treatment milieu: Patients' perceptions and rated treatment quality. Norristown State Hospital, Norristown, PA., 1976.

The relationship between patient perceptions of the ward and expert-rated indices of treatment quality was assessed in a sample of patients and staff on 51 wards in one mental hospital. Ratings of treatment quality were factor analyzed and yielded three components: Institutionalism, Quality of Administrative/Therapeutic Staff and Quality of Nursing Staff. Patient perceptions were measured with the Norristown Milieu Scale, which consists of 60 items reworded from the Ward Atmosphere Scale. A factor analysis of patients' responses to the 60 items revealed four factors: benevolent mutuality vs. anomie, punitive low morale, autonomy, and structure.

Regression analyses relating patient perceptions of their ward to experts' ratings of treatment quality were done controlling for factors such as patient characteristics, number of patients and staff/patient ratio, and staff perceptions of the ward milieu.

Wards which were rated as highly institutional were perceived by patients as generally negative, with little autonomy or structure, low morale, and unclear expectations of patients. Expert judgments of poor nursing staff quality were associated with low levels of patient perceived autonomy. However, expert ratings of the quality of administrative/therapeutic staff were not related to patient perceptions of the ward milieu. Thus, patient perceptions of their wards were highly related to institutionalism, moderately related to nursing staff quality, but not related to quality of the administrative/therapeutic staff.

The authors conclude that the criteria by which experts judged staff effectiveness may not have been salient for most patients, e.g., measures of staff-patient warmth or supportiveness were not included. They indicate the need to identify additional indices of treatment quality that are salient for patients.

Linn, M. Attrition of older alcoholics from treatment. Veteran's Administration Hospital, Miami, Florida, 1976.

The attrition rates of older (over 55) and younger (under 50) alcoholic patients were related to their backgrounds, mood, and perceptions of social climate as assessed by the Ward Atmosphere Scale.

The two groups differed on perceptions of the social environment of the ward. Older alcoholics felt less encouraged to reflect on their problems or express their anger, but more subject to staff control than younger alcohlics. Both older and younger patients who felt stifled in their efforts to act openly were more likely to leave the program, as were older patients who felt that the program lacked involvement. Younger patients who perceived more autonomy and independence in the program were more likely to drop out, as were older patients who perceived less autonomy. The only mood variable that related to attrition was fatigue, with younger alcoholics who felt fatigued being more likely to drop out, whereas the reverse was true of older alcoholics.

Most of the factors that related age and attrition involved perception of the social climate. Older alcoholics appeared to need an environment in which they felt involved and independent. The author suggested that separate wards, or at least individualized programs, for older patients might be successful in preventing them from dropping out of treatment.

Milby, J., Pendergrass, P. and Clarke, C. Token economy versus control ward: A comparison of staff and patient attitudes toward ward environment. Behavior Therapy, 6:22-29, 1975.

A token economy and control ward with similar types of staff and staff-patient ratios were compared by means of the Community-Oriented Programs Environment Scale (COPES). Although the major focus of token economy programs is on behavior, the investigators hypothesized that there may be significant changes in the attitudes of patients as their behavior improves, and in staff attitudes as staff become proficient in operating the program, collecting the behavioral data and demonstrating their efficacy.

Patients in the token economy program perceived their environment to be more involving, supportive and encouraging of independent behavior than patients in the control ward program. Token economy staff thought their ward emphasized both practical orientation and personal problem orientation more than control staff thought their ward did. Staff on both wards generally perceived their ward environments somewhat more positively than did patients.

The finding that the token economy staff had higher scores on personal problem orientation than the control staff indicates that token economy programs do not necessarily preclude concern with patient problems and feelings and an emphasis on self-understanding. Token economy programs may emphasize personal relationships among patients and staff at least as much as traditional programs. The authors conclude that patient and staff attitudes in the token economy program were significantly different from those in the control program, and that more focus should be placed on the role of staff attitudes in program effectiveness.

Moos, R. and Bromet, E. The relation of patient attributes to perceptions of the treatment environment. Social Ecology Laboratory, Department of Psychiatry and Behavioral Sciences, Stanford University, Stanford, Calif., 1977.

The COPES was used to study the relationship between patients' background characteristics and their perceptions of their treatment enviornments in two samples of alcoholic patients. COPES perceptions were essentially independent of 18 patient background, psychosocial, personality and alcohol-related characteristics.

Specifically, in study group 1 (N=171) only seven of 180 correlation coefficients (ten COPES subscale scores with 18 patient attributes) were .20 or greater. A series of multiple regression analyses were performed to assess the overall contributions of the 18 patient attributes to perceptions of the treatment environment. Two of the ten multiple regressions (for Support and Practical Orientation) were statistically significant in both study groups; however, none of the specific relationships between the 18 patient attributes and the COPES subscales were replicated in the two study groups.

Overall, there was a slight tendency for better educated patients to be somewhat more negative, and for patients with fewer symptoms and less reported drinking severity to be somewhat more positive, in their evaluations of the social climate of their program. However, the correlations were very low on the average and represented only 5% of the entire correlation matrix. Considered in conjunction with previous research in other psychiatric and non-psychiatric settings, the results indicate that perceptions of the social climate of treatment programs are not simply measures of the personal characteristics of the perceivers.

Moos, R., Mehren, B., and Moos, B. The Salvation Army alcoholism treatment program: A case study. Social Ecology Laboratory, Department of Psychiatry and Behavioral Sciences, Stanford University, Stanford, Calif., 1977.

The COPES was used to evaluate the social climate of a Salvation Army (SA) treatment program. Clients and staff felt there was a strong emphasis on all three Relationship dimensions, about average emphasis on the Treatment Program dimensions and above average on all three System Maintenance dimensions. The COPES profile indicated a high level of program stability over time. This stability was probably due to the similarities between staff and client perceptions of the program, and to the congruence between the real and ideal perceptions of both clients and staff (as shown by the Ideal Form of COPES). Clients and staff were basically satisfied with this particular SA program.

Clients who went AWOL were compared with the rest of the SA clients in an attempt to assess the extent to which going AWOL could be predicted and perhaps prevented. The AWOL group did not differ from the rest of the clients in personal resources at intake; however, they did perceive the SA treatment milieu much more negatively than their counterparts. Specifically, the clients who later went AWOL perceived significantly less involvement, support, order and organization, and program clarity at SA than did the other group. These results suggest the possibility of instituting some preventive procedures to increase the involvement of clients who have a high probability of dropping out of a program. (This paper also discusses the outcome of treatment at the particular Salvation Army program studied.)

Mosher, L., Menn, A. and Matthews, S. Soteria: Evaluation of a home-based treatment for schizophrenia. American Journal of Orthopsychiatry, 45:455-467, 1975.

This paper presents a general overview and reports preliminary data from an ongoing study comparing outcome in two groups of young first admission schizophrenics. One group receives "usual" treatment (including drugs) on the wards of a good community mental health center; the other is treated by a non-professional staff (usually without phenothiazines) in a small home-like facility in the community (Soteria House).

The COPES was used to assess the social environment in the experimental program (Soteria House), whereas the WAS was used to assess the control program. Real and Ideal forms of the scales were administered to patients and staff in both settings at six month intervals. The results presented in this paper revealed Soteria to be two standard deviations higher than the control program on involvement, support, and spontaneity (the Relationship dimensions) and two standard deviations lower on practical orientation (a Treatment Program variable) and staff control (a System Maintenance variable). (A more detailed description of the WAS and COPES results in the two programs is given in the papter by Wendt et al., 1974, an abst act of which is included here.)

The paper also presents preliminary data on the characteristics of the patients in the two programs and on various aspects of psychoiogical and social functioning. Basically, six month and one year outcome data show few differences in symptoms between the two groups, but three measures of psychosocial functioning significantly favor the experimental group.

Otto, J. and Moos, R. Patient expectations and attendance in community treatment programs. Community Mental Health Journal, 10:9-15, 1974.

The COPES was used to assess the expectations of newly admitted members to four community-based psychiatric treatment programs. The purpose was to demonstrate whether or not prospective members would make better use of the program if their expectations of the social climate matched those of actual program participants. Patients completed the COPES Form E (Expectation Form), and those patients who remained in the programs for one month or longer completed the COPES Form R to assess their perceptions of what their programs were actually like. An assessment of these patients' attendance in and use of the programs was made by staff members.

There was a tendency for new program members to have somewhat unrealistic expectations, i.e., they expected more emphasis in most areas than is usually found in the average community treatment program. Positive expectations had differential effects, depending on the actual characteristics of the social environment. Patients with positive expectations had a greater likelihood of absenteeism, dropout and poor participation when they entered a social environment which was considerably more negative than their expectations (i.e., when their positive expectations were highly unrealistic). However, when the existing social milieu was generally positive (i.e., when patients' positive expectations were generally met), there was no greater likelihood of poor program adjustment.

Additional results showed that initial expectations tend to change and become more accurate with experience in a program. The findings indicate the need for better preparation of patients for entrance into treatment programs, and the potential utility of program descriptions, socialization or role-induction interviews, and more complete program orientation procedures.

Pankratz, L. Assessing the psychosocial environment of halfway houses for the retarded. Community Mental Health Journal, 11:341-345, 1975.

The author gave the COPES to residents and staff in two halfway houses for the retarded which were similar in physical aspects as well as general organization. Both were large older homes which dealt with residents who were functioning at the mild and moderate range of retardation. One house was for males and the other for females.

The COPES questions were read individually to each resident. Questions were reworded or paraphrased if the resident seemed confused. In general, the residents and staff were in agreement about the nature of their programs. People who were well acquainted with the programs felt that the COPES results described the programs accurately. The author recommends COPES for assessing programs for the mentally retarded, particularly since consumers of mental health services are rarely asked for their input and COPES allows the retarded to provide feedback regarding their treatment.

Penk, W. and Robinowitz, R. Drug users' views of psychosocial aspects of their treatment environment. Psychology Service, Veterans Administration Hospital, Dallas, Texas, 1975

The Real and Ideal forms of COPES were given to patients (N=141) and staff (N=21) in a Drug Dependence Treatment Center (DDTC), and to patients (N=81) and staff (N=51) in a local psychiatric inpatient program. Drug users saw their treatment milieu as higher in spontaneity, personal problem orientation, and staff control and lower in program involvement. Discriminant function analysis indicated that drug users see and want a treatment environment that simultaneously allows open expression of feeling (spontaneity) and control (staff control). These apparently contradictory environmental dimensions are seen as defining the dilemma in drug treatment, i.e., how to control drug use and create an environment that facilitates an understanding of the factors that mediate drug use, while simultaneously coping with drug users' impulsivity and spontaneity.

Patients and staff on the psychiatric unit differed somewhat in their perceptions of their treatment milieu, as well as in their perceptions of an ideal treatment milieu. However, the differences between DDTC patient and staff perceptions were considerably greater on both the Real and Ideal COPES, suggesting that the DDTC unit may have more staff-patient conflict than the psychiatric unit.

The authors also attempted to identify patient characteristics that might contribute to differences in perception of the DDTC treatment milieu. For example, non-volunteers (those sent to the DDTC following refusal to be treated in the military for drug abuse) perceived less autonomy, personal problem orientation, anger and aggression and staff control, whereas they perceived more program clarity. The authors suggest that drug users' perceptions of the DDTC treatment milieu may be similar to their views of other settings (e.g., school, military, family) they have previously encountered.

Penk, W. and Robinowitz, R. Intercorrelations among measures of environment and personality: COPES and the MMPI. Psychology Service, Veterans Administration Hospital, Dallas, Texas, 1975.

The COPES and the Minnesota Multiphasic Personality Inventory (MMPI) were given to 129 first admission male veterans in a Drug Dependence Treatment Center. The purpose was to assess the extent to which measures of milieu characteristics actually assess attributes of the environment rather than attributes of personality.

Patients' background characteristics did not influence COPES scores: Blacks did not differ from whites, and heroin users did not differ from non-heroin drug users. In addition, age, education and intelligence did not correlate appreciably with COPES subscales.

However, discriminant function analyses indicated that five of the COPES subscales were related to a set of 95 different MMPI-derived indices. In general, more severely maladjusted patients tended to perceive more anger and aggression and staff control. Patients with more ego strength tended to perceive less Autonomy; patients who admitted to anger and excitability tended to perceive more personal problem orientation; and, sociopathic patients tended to see less involvement. There were very few if any significant relationships between the remaining five COPES subscales (Support, Spontaneity, Practical Orientation, Order and Organization, and Program Clarity) and the 95 MMPI indices.

The authors conclude that personality interacts in perceptions of the treatment environment, and that the degree of patient maladjustment should be controlled before deriving taxonomies of treatment environments. They note that their results were obtained in one treatment setting, and may or may not generalize to other treatment settings.

Pratt, R., Linn, M., Carmichael, J. and Webb, N. The alcoholic's perception of the ward as a predictor of aftercare attendance. Journal of Clinical Psychology, in press, 1977.

This study attempted to determine if attendance in aftercare services could be predicted from an alcoholic's perceptions of his inpatient ward environment. Demographic data was collected for alcoholic patients and they completed the Ward Atmosphere Scale (WAS) shortly after arrival on the ward to assess their perception of the social environment. Thirty-five patients were then followed post-release, and approximately one third of them attended one or more of the followup sessions.

Patients who attended the followup sessions perceived significantly more self-sufficiency and independence on the ward than those who did not attend. They also perceived slightly more encouragement to express anger and to discuss personal problems. Attenders tended to come from smaller households, to be slightly younger, and to have fewer past hospitalizations and convictions.

The authors suggested that the potential of WAS results to predict aftercare attendance rates be used as a basis for a two-pronged approach to inpatient treatment. Wards could be periodically assessed with an attempt to keep qualities such as autonomy high, and patients who nonetheless perceived little emphasis on autonomy could be given special attention to encourage them to take more active decision-making roles in the program. In general, the results suggest that the social milieu experienced by a patient can either encourage or discourage continued contact with treatment personnel.

Price, R. and Moos, R. Toward a taxonomy of inpatient treatment environments. Journal of Abnormal Psychology, 84:181-188, 1975.

Ward Atmosphere Scale data from 144 wards was subjected to cluster analysis to develop an empirically based taxonomy of treatment programs. Six types of treatment programs were identified: therapeutic community-oriented, relationship-oriented, action-oriented, insight-oriented, control-oriented, and disturbed behavior-oriented.

The 19 therapeutic community programs, for example, placed emphasis on friendship, interaction, independence, practical problem solving, and free expression of anger within the context of a loose unstructured environment. Control-oriented programs, which composed the largest cluster of 50 wards, were oriented almost exclusively towards order and control.

Institutional differences related systematically to cluster types. Action-oriented and insight-oriented programs were likely to be found at state hospitals, while therapeutic community programs were likely to be at state or university hospitals. Insight- and control-oriented programs tended to have large number of patients, whereas disturbed behavior programs tended to be the smallest. Patient-staff ratios were highest in the insight, action, and control-oriented program clusters.

The results contradict the commonly held view that state hospitals are usually more control-oriented, while private and university hospitals are usually more treatment-oriented. They suggest that there may be as much variation in social environments among programs in a given institution as among different institutions.

Richman, A. and Slater, S. Treatment expectations of narcotic addicts. Department of Psychiatry, Beth Israel Medical Center, New York, N.Y.,1973.

The COPES Form I (Ideal Form) was given to 34 civilians and 29 veterans who were admitted to an inpatient detoxification unit. Veterans and civilians had similar perceptions of ideal treatment environments on the Relationship and Treatment Program dimensions. However, there were marked differences in the System Maintenance dimensions, reflecting a desire on the part of the veterans for less order and organization, program clarity, and staff control. These differences may reflect the conflict that the veterans, whose onset of drug use was during their military service, experienced with the authoritarian structure of the military. The authors suggest that the differences between the civilians and veterans indicate different treatment needs for the two groups.

Schless A., Grant, I., Westlake, R. and Webb, W. The effect of growth and composition of a therapeutic community on ward atmosphere. Department of Psychiatry, University of Pennsylvania. Philadelphia, PA., 1973.

This study assessed the effect of changing from a "medical model" to a therapeutic community model on a psychiatric ward at a large university teaching hospital. Patient and staff perceptions were measured with the Ward Atmosphere Scale (WAS) three times over a three and a half year period. Various personal variables were also assessed (patient diagnoses, ratings of progress, demographic characteristics).

Several of the WAS scores decreased initially, e.g., patients perceived less emphasis on support, spontaneity, order and clarity, but then increased to approximately their original level. After the transition period patients and staff felt that the ward stressed interpersonal relationships, self-sufficiency and independence more highly, and staff perceived more emphasis on clarity.

Various social and psychological factors were found to relate to the WAS subscales. For example, patients who had high self-esteem and were insightful tended to perceive more spontaneity and encouragement to express their problems. Patients who were progressing very well tended to see the ward more positively. Demographic variables (age, sex, religion, education, ethnicity) were slightly related to patients perceptions of the ward, but showed no correlation with staff perceptions. White patients were less clear about the ward program than Black patients, possibly because the aides (most of whom were Black) were transmitting the values of the ward culture more clearly to Black patients.

The authors concluded that the increase in involvement, autonomy, and (eventually) clarity, and the relative similarity of the other original WAS scores to final scores indicated that the transition from a more authoritarian "medical model" to a more participative therapeutic community orientation was successful.

Teasdale, J.; Greene, S.; Hemsley, D.; Hitchcock, C.; Hunt, H.; and Connell, P. Ward environment in an inpatient drug dependence treatment unit. I. Activity levels and ward atmosphere. International Journal of the Addictions, 10:401-416, 1975.

An experimental locked ward for the treatment of addicts dependent on intravenously administered drugs was established as part of an attempt to treat the increasing number of drug abusers in the United Kingdom. The social climate of the ward was studied over a two year period with the Ward Atmosphere Scale, and was found to be generally negative. Staff and patients perceived it to be somewhat more insightful and less permissive over the period studied, and staff also perceived it as more practically oriented. However, patients found the milieu to be seriously lacking in involvement, independence, practical orientation, organization, and clear expectations of patients.

The generally negative ward environment was reflected in patient activities. Patients were observed by staff psychologists at half hour intervals during the day to determine how they budgeted their time. The patients spent most of their time in nonconstructive activities such as sleeping, playing games, or doing nothing in particular.

The results indicated a relatively negative ward environment, which did not change appreciably over the two year interval. The authors suggest that the drug abusers differ from the other patients in that they respond poorly to regular management practices, and that some modifications to normal procedures may be required to produce a therapeutic environment for them.

Teasdale, J., Evans, J., Greene, S., Hitchcock, C., Hunt, H. and Connell, P. Ward environment in an inpatient drug dependence treatment unit: II. Attempts to improve ward environment. International Journal of the Addictions, 10:539-555, 1975.

The social environment of an experimental ward for the treatment of addicts dependent on intravenously administered drugs was assessed with the Ward Atmosphere Scale in an earlier study and was found to be perceived negatively by its patients. In this companion study, two attempts were made to improve the atmosphere.

An occupational therapist joined the staff. Three weeks after her arrival, the only discernable change in ward atmosphere was an increase in perceived practicality. The therapist cancelled lunch, so more patients cooked, but their moods remained the same. Material incentives to increase constructive activity were tried. Patients were first verbally encouraged and then offered ten cigarettes a day to assemble plastic airplane kits. However, the program had little success.

The authors suggested several reasons why the traditional approaches to treatment were unsuccessful on this ward. The patients tended to have normally low activity levels, and were less susceptible to social influence. They also tended to positively reinforce antisocial behavior. Hence, a different approach to the treatment milieu was thought to be needed on this ward, for example, the inclusion of staff who might have a higher reinforcement value, such as ex-addicts.

Weiss, L. Report on the study of the emotional needs of the division of oncology at Good Samaritan Hospital. Good Samaritan Hospital, Phoenix, Arizona, 1975.

The special emotional needs of oncology patients were investigated in this study. Measures of assessment included the real and ideal forms of the Ward Atmosphere Scale (WAS) completed by patients and staff, structured interviews of patients and staff, a staff questionnaire regarding psychological needs, and a diary kept by one of the nurses.

The overall profile of the ward was very positive; patients and staff were generally satisfied that their needs were being met and that patients were allowed to die with dignity. The environment was perceived as very permissive, placing average or above average emphasis on all WAS subscales except Staff Control. Patient and staff perceptions were similiar, though staff perceived somewhat more emphasis on most dimensions. The discrepancy between staff and patient ideal perceptions (staff scores were higher) was explained by the author as due to an extremely sensitive staff who thought the patients had more needs than they really did.

The general impression that needs were being successfully met on this ward was consistent across all the measures used. However, the feeling was that while things were being done well, there was some room for improvement. and that needs could be met on a more systematic basis. Suggested changes included holding orientations to available services on a continuing basis, more outpatient followup for both patients and their families, some type of emotional outlet for staff, and a room where patients, staff, and families could meet more privately.

Wendt, R., Mosher, L., Matthews, S. and Menn, A. A comparison of two treatment environments for schizophrenia. Center for Studies of Schizophrenia, National Institute of Mental Health, Rockville, Maryland, 1974.

This study compared the psychosocial environment of Soteria House (an experimental community-based group home) with that of a regular inpatient program at a community mental health center. Experimental and control patients were obtained from a large screening facility which was part of the community mental health center. Although not randomly assigned, the two patient groups were very closely comparable.

The COPES was used to assess the experimental program, whereas the WAS was used to assess the control program. The results indicated that both residents and staff perceived the two treatment environments as quite dissimilar, the programs differing by at least one standard deviation on nine of the ten subscales. The experimental program (Soteria House) scored 2 or more standard deviations higher than the control program on the Involvement, Support, Spontaneity and Personal Problem Orientation subscales. Real-ideal discrepancies were much greater for staff and residents on the inpatient facility (the control) than they were for staff and residents at Soteria House. The treatment milieu in both programs was relatively stable over a one year time interval.

The authors conclude that the WAS and COPES results generally validate the differences between the programs that were previously described in a less rigorous qualitative way. They note that this confirms that they are in fact comparing two quite different types of programs, and that this confirmation is important in permitting them to attribute possible differences in outcome to differences in the programs.

PART II

ABSTRACTS OF STUDIES USING

THE

CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE

Anderson, A. Power in prison: Houseparents and residents in a correctional institution for delinquent girls. Doctoral dissertation. Department of Psychology. University of Maine. Orono, Maine, 1975.

Etzioni's theory was adapted to state that the type of power exercised by a houseparent, and the perceived social environment, will be related to the quality of interaction between houseparents and residents. The theory was tested at a school for delinquent girls, at which residents were classified as neurotic or psychopathic. Houseparents were classified as relationship/expression oriented (R/E), i.e., emotionally flexible and creative in approach, or surveillance/control (S/C) oriented, i.e., tough-minded and exacting in approach. It was expected that R/E houseparents would be more effective with neurotic girls while S/C houseparents would be more successful with psychopathic girls. The two types of houseparents were paired with the two types of girls,and environmental assessments based on CIES scores were compared.

Neurotic girls felt more involved, supported, and generally optimistic when paired with R/E houseparents. When paired with S/C houseparents, they felt manipulated, punished, and uncertain as to what was expected of them. Contrary to expectations, psychopathic girls also perceived their environment more positively when they were paired with R/E houseparents. A separate comparison of neurotic and psychopathic girls' reactions to S/C houseparents showed that neurotic girls perceived lower levels of support, involvement, expressiveness, order, and more staff control when paired with S/C houseparents than the psychopathic girls did.

The results show that the treatment orientation of the houseparents was a more important determinant of interaction and environmental perception than the specific pairing of orientation and diagnosis of resident. The author suggested that these results be used as a basis for better selection and training of houseparents.

Daniels, D. The treatment team effectiveness development project. Volume I: Project Report, Electromagnetic Systems Laboratories, Sunnyvale, Calif., 1973.

This study was designed to help the California Youth Authority improve their correctional programs by assessing management practices, treatment programs, and clinical information from two living units.

The Correctional Institutions Environment Scale (CIES) was administered to residents and staff to assess the treatment environment of the two units. Unit A consisted of emotionally distrubed younger boys and older girls with past histories of delinquency who came from disrupted families. Residents and staff were found to have similar real and ideal perceptions of the environment, both desiring more supportive and interactive behavior and more orientation toward real problems. Policies were then updated, student progress was carefully followed, and behavior modification based on a point system was instigated. As a result, staff members understood more clearly what was expected of them and students, felt that their needs were being better met, and felt that they had more freedom.

Unit B housed college-age youth and had a program which involved college preparatory activities. Residents and staff rated their environment as lower than desired on all CIES dimensions expect Staff Control, which they rated as too high. Among the plans implemented in this unit was a Transactional Analysis/Gestalt workshop, which was favorably received. However, it was then announced that the school would be shut down in six months, and it was probably the strain of closure that accounted for the large difference that remained between resident and staff real and ideal perceptions after the changes were made. The training provided to staff members as part of the program changes was felt to be generalizable to other treatment teams, and a model based on it was developed.

Duffee, D. The correction officer subculture and organizational change. Journal of Research in Crime and Delinquency, 11:155-172, 1974.

Correctional officers (guards) form a distinct subculture, and differ from managers on their perception of social environment as well as on policy goals and perception of management, according to this study. Six prisons in a northeastern state were assessed using the Correctional Institutions Environment Scale (CIES).

Managers perceived their environment generally more positively than officers (guards), whose perceptions were in turn more positive than inmates. This supports the general finding that people who have more authority and responsibility in an environment tend to perceive it more positively.

An organizational profile questionnaire assessed perception of management. Those who perceived the organizational management as very open, moderate, or closed were compared as to environmental perception. People who felt the prison organization was more open also perceived the social environment more positively. These results reflect both differences among the social environments of the six prisons as well as individual differences in perceptions of the "same" prison.

The overall results point to an underlying conflict of social values of the officers. They responded most positively to democratic superiors who created an open environment, but they themselves preferred not to deal with the inmates in an "open" manner. That is, they preferred to stress goals of reform and restraint (e.g., compliance to the institution) as opposed to reintegration and rehabilitation. The author suggested that training programs for correctional officers need to be focused on value-changing techniques as opposed to impersonal lectures.

Jones, H. and Cornes, P. A comparison of the effectiveness of open and closed prisons. Routledge and Kegan Paul, London, England, in press, 1977.

The social environments of three open and three closed prisons in the United Kingdom were assessed using the Correctional Institutions Environment Scale (CIES). Open prisons were perceived by both inmates and staff to be more involving and organized than closed prisons. The differences among the three open prisons were much greater than those among the three closed prisons. For example, the long-term open prison was perceived by inmates to encourage more involvement, initiative and practical orientation than the short-term open prison, while no such differences were found between the long- and short-term closed prisons. Other methods of assessment were used, and generally reinforced the CIES results.

Within each prison, higher level staff perceived more emphasis on all CIES subscales (except Staff Control) than lower level staff, who, in turn, perceived more emphasis than inmates. This finding held as strongly for the long-term prison, which had the most "treatment-oriented regime," as for the other prisons, casting doubt on the expectation that staff and inmates perceive the social milieu more similarly in treatment-oriented than in custodial settings.

The high level of order perceived by staff at all facilities suggested that all six prisons were run in a basically similar manner, and that the differences between open and closed prisons may be more apparent than real. Staff and inmates in both types of prisons function in separate subcultures, with little if any informal contact or sharing of attitudes and perceptions. The authors conclude that staff need to be specially selected and trained if truly "open" prisons are to be devised, and that regular evaluation should be an integral part of the prison administrative process.

Skalar, V. Social climate in the experimental and control institutions. Chapter 21 in Vodopivec, K. Maladjusted Youth. An Experiment in Rehabilitation. Saxon House, D.C. Heath, Westmead, Farnborouth, Hants, England. 1974.

The purpose of the overall study was to staff and develop a new experimental home dedicated to a permissive approach to the treatment and education of behaviorally disturbed youth in Yugoslavia. This chapter specifically focused on the assessment of social environments. Three juvenile correctional homes were assessed; Radece was a control home with a strict closed atmosphere; Slivnica was a control home with an open atmosphere, Logatec was the new experimental home in which an attempt was made to create a relatively permissive atmosphere. The residents and staff were given the Correctional Institutions Environment Scale (translated into Slovene), and records were kept of escape attempts and personnel turnover.

Staff members at Logatec perceived their environment most positively, rating it especially high on support, expressiveness and autonomy, and low on staff control. Slivnica staff perceptions were similar to those at Logatec, and perceptions at Radece were considerably lower on all dimensions except Order and Organization and Staff Control. Inmates perceptions followed the same pattern as staff perceptions, but inmates perceived less emphasis on all dimensions--except order and control. Staff and inmate perceptions were least discrepant at Logatec.

Logatec had the highest escape rate per inmate, which the author attributed to the permissive nature of the institution. Logatec also had the lowest personnel turnover, presumably because of staff involvement and satisfaction.

The author expected that the best perceived social climate would be at Slivnica, since it was the most open. However, Logatec was perceived most positively, and he concluded that the climate of the experimental institution was due to the success of the consulting team in establishing a permissive and adaptive treatment technique. The results of the CIES confirmed the results shown by measuring staff and inmate attitudes.

Tupker, H. and Pointer, J. The Iowa Differential Classification and Treatment Project. Iowa Training School for Boys. Eldora, Iowa. March, 1975.

In this study, an attempt was made to type juvenile delinquents into homogeneous treatment groups, place them into living units, develop appropriate treatments, and evaluate the outcome. Juveniles were classified into three behavior groups according to Quay's behavior categories: inadequate-immature (BC-1), unsocialized-psychopathic (BC-3), socialized-subcultural (BC-4). An experimental residence consisting of all juveniles fitting the appropriate category, and a control residence homogeneous with respect to age but heterogeneous with respect to behavior was established for each classification. The CIES was given to selected residents of the six living units (a total of 272 residents).

The experimental groups differed among one another; the BC-1 cottage was the most autonomous, the BC-3 cottage emphasized expressiveness within a clearly defined and controlled settings, and the BC-4 cottage was supportive and oriented toward practical problems. Residents in the control units generally perceived more emphasis on all dimensions than residents in the experimental units.

Personality measures distinguished between experimental and control groups in that experimental groups tended to show more improvement; however few of the results were statistically significant. Other measures (detention, transfer rate, recidivism) showed no differences between the two groups.

The results of this study are somewhat inconclusive in that observed changes were often small, the length of time in the program studied (a mean of 4.8 months per juvenile) was relatively short, and the relation between treatment results and social environment was unclear.

Waters, J. Psychosocial descriptions of the correctional environment: A method for evaluation and intervention. Journal of Humanics, in press, 1977.

The Correctional Institutions Environment Scale (CIES) was administered to a randomly selected sample of permanent inmates at the maximum security Georgia Diagnostic and Classification Center (GDDC). Inmates' environmental perceptions differed significantly from national norms on three CIES subscales, and these differences seemed to be due to the nature of the facility.

GDDC inmates perceived low levels of Practical Orientation and Personal Problem Orientation. The permanent inmates represented only one seventh of the institution's residents, the majority of the inmates being in transit to other facilities. The facility therefore had little in the way of counseling and vocational training programs. Inmates perceived the GDDC environment as high on order and organization, which is consistent with the fact that GDDC is a maximum security setting where inmates live in cellblocks.

The author suggests that studies of the social environment should be used to isolate potential problem areas in prisons, and as a basis for reform.

Waters, J. and Magnus, R. Inmates' perceptions of institutional environments: A psychosocial evaluation of two correctional settings. Gordon Junior College, Barnesville, Georgia, 1974 (Adapted from Waters, J. Inmates' perceptions of institutional environments. Masters Thesis, University of Georgia, Athens, Georgia, 1974)

This study used the CIES to discriminate between two correctional institution environments that differed on security, living arrangements, and physical structures. Chatham Correctional Institution is a medium security facility where inmates live in dormitories, and Georgia Diagnostic and Classification Center (GDDC) is a maximum security facility where permanent inmates live in single cells on cell blocks.

None of the differences between Chatham and GDDC perceptions on the Relationship dimensions were significant. However, Chatham's inmates perceived a somewhat higher level of support, which was attributed to the dormitory setting, longer average length of stay, and continuity of treatment personnel. Practical orientation was perceived as significantly greater at Chatham, probably because of its vocational training and work release programs. Chatham inmates scored significantly higher on clarity, which could be explained by the lower personnel turnover and resulting program stability.

The authors concluded that while only two of the scales showed statistically significant differences between the two institutions, the overall results did tend to distinguish between them, and that the differences were generally consistent with expectations derived from knowledge of the two facilities.

Wenk, E. and Frank, C. Some progress in the evaluation of institutional programs. Federal Probation Quarterly, 37:30-37, 1973.

The Inmate Performance Pay Demonstration Project attempted to create a system of jobs and wages for inmates at a Federal Reformatory in Oklahoma. The success of the program was evaluated by comparing involved inmates to a control group of inmates that worked in industry on number of sick call visits, disciplinary reports, job turnover, and scores on the Correctional Institutions Environment Scale (CIES).

The program was a success in that the number of sick calls, job transfers, and disciplinary reports decreased significantly for inmates in the program, especially those in the highest paying job categories. However, the effects on inmate perception of the environment were negative. Within an eight month period inmates perceived less involvement, freedom, concern with their problems, and organization, and more staff control. The authors suggest that part of the change in atmosphere was due to the competitive nature of the program, i.e., inmates competed with one another for the better jobs. Also, problems and tensions which had no connection with the program occurred in the institution. For example, inmates in the program, and other inmates in the facility, perceived lower levels of personal and practical orientation, and order after a period of prison unrest.

The authors discuss the potential utility of the CIES as an aid in facilitating program changes and in directing staff training and development.

Young, M. Resident and staff perceptions of present and ideal correctional environments. Research Report III. Kentucky Department of Corrections, Frankfort, Kentucky, 1973.

The preferred and perceived environments of five correctional institutions were assessed and compared using the Correctional Institutions Environment Scale (CIES). The real form of the CIES was administered to randomly selected residents at all of the institutions and caseworkers and teachers at two of the institutions, and the ideal form of the CIES was completed by administrative staff at all of the institutions as well as at the Central Office.

A comparison of Central Office staff (the highest management level) ideal perceptions and resident real perceptions revealed very large discrepancies, with management desiring much more emphasis on all CIES dimensions except staff control. The managers of the institutions desired an environment that was involving, supportive, and oriented toward practical problem-solving for release. A comparison of administrators and residents at each facility showed that the programs at two of the institutions were approaching their goals, while those at the others were not. The largest discrepancy was at the maximum security penitentiary, where administrators wanted more emphasis on all dimensions except staff control.

Several changes were suggested based on CIES results. Residents might feel more involved if new activity programs such as the Jaycees were organized, and if residents could have more input into institution policy. In addition, a resident government could be established that would serve not only as an input mechanism but would also help to reduce recurrent tensions.

PART III

ABSTRACTS OF STUDIES USING

THE

CLASSROOM ENVIRONMENT SCALE

AND THE

UNIVERSITY RESIDENCE ENVIRONMENT SCALE

Brown, C. The relationship between psychosocial factors and the scholastic achievement of college students. Doctoral Dissertation, Montana State University, Bozeman, Montana. June, 1973.

Two hundred eighty students in four dormitories at Montana State University were given the University Residence Environment Scale (URES) and the College and University Environment Scale (CUES II) to determine whether there was any relationship between scholastic achievement (as measured by GPA) and the social environment, and to see how the URES and CUES II related to one another.

When the URES subscales were looked at individually, only Innovation was significantly related to scholastic achievement; however, the relationship was minimal (R=.18). A multiple regression analysis indicated that the best predictors of scholastic achievement were expected GPA and the URES dimension of Independence. However, since together they explained 30.9% of the actual variance, and expected GPA alone explained 28.6%, the student's perception of his/her dormitory environment added very little to the prediction of scholastic achievement.

Several of the URES subscales were significantly related to the seven CUES dimensions. For example, the subscales of Involvement, Emotional Support, and Intellectuality correlated significantly with each of the CUES dimensions. However, the subscales of Traditional Social Orientation, Competition, Order and Organization and Student Influence showed only low and generally non-significant relationships with the CUES. The results suggest that there is some overlap between the two scales, but that they each measure somewhat separate aspects of the overall university setting.

DeYoung, A. Classroom climate and class success: A case study at the university level. Journal of Educational Research, in press, 1977.

The Classroom Environment Scale (CES) was used to affect positive change in a college sociology-social psychology class.

Twenty-five students completed both the Real and Ideal forms of the CES halfway through the course. The discrepancies between the two forms showed that the students wanted to be more involved in the class, to have the direction of the class be clearer, and to use more innovative methods.

The author (who was teaching the class) concentrated on making changes in these areas. He attempted to modify his approach to the class, and made several other changes including replacing the standard text by several casework/participant observer readings. The class that took the course the following semester also completed the Real and Ideal forms of the CES. They perceived the same ideal classroom, but their real perceptions in the areas that had represented discrepancies for the previous class were all closer to their ideal perceptions.

Both groups of students felt that there was more task orientation than they desired. However, the author felt that this was necessary to achieve the course objective, and no attempt was made to alter this dimension. Overall, the students in the second class were much more satisfied with the quality of the course, and the attendance rate rose from 64% in the first semester to 77% in the second.

The author concluded that the CES was a useful tool for providing feedback to the students and the teacher, and for suggesting areas in which to modify class practices.

DeYoung, A., Moos, R., Van Dort, B. and Smail, M. Expectations, perceptions and change in university residence climates: Two case studies. Journal of College and University Student Housing, 4:4-11, 1974.

The University Residence Environment Scale (URES) was used to assess the social climates in two student living units, and to see how the social environment changed over time and affected the students in it. The URES Form E (Expectations) was given prior to the students' entrance into college, and the URES Form R (Real) was given in the fall and spring of the freshman year along with a Biographical and Experience Questionnaire (BEQ).

The first group studied was a women's floor with 57 residents in a larger dorm. Students' expectations closely matched the actual social environment that developed, which was competitive, academically oriented, intellectual, and organized, but not very encouraging of independent behavior, student input or innovation. A number of these women changed their major to the biological sciences during the year, and many described themselves as more intellectual. However, there was an increase in complaints of negative affect and physical symptoms, and an exceptionally high dropout and turnover rate.

The second residence was a small coed co-op of 36 men and 23 women. The students here perceived high levels of involvement, support, independence, and innovation and little emphasis on competition, academic achievement, and order and organization. The fact that they had expected a competitive environment with little stress on involvement, support, and independence suggested that the living group turned out to be better than most students had expected. The students in this residence reported feeling both happier and more intellectual in the spring, and they used the health services less frequently than any coed dorm on campus.

The authors concluded that the social environments of university student residences may be linked to changes in career goals, self-evaluations, mood states, and complaints of physical symptoms.

Ellison, T. and Trickett, E. Environmental structure and the perceived similarity-satisfaction relationship in a traditional and alternative schools. Department of Psychology, Yale University, New Haven, Conn., 1976.

The relationship between students' perceived self-environment similarity and satisfaction with various aspects of the school environment was investigated in traditional and alternative high schools. The authors hypothesized that the relationship between perceived similarity and satisfaction would be mediated by the salience of the particular reference group involved. This led to several predictions, e.g., perceived self-other student similarity would be more highly related to satisfaction in the alternative than in the traditional schools (students are more salient in the former), whereas the reverse would hold for perceived self-teacher similarity (since teachers are more salient in traditional schools).

The CES, which was given to a random sample of 12 junior and senior classes at the traditional and the alternative schools, showed that the alternative school was less competitive and controlling, and more involving, supportive and innovative than the traditional schools. In the traditional schools, perceived similarity to a particular reference group was generally related to satisfaction with that group. As predicted, perceived similarity to other students was a better predictor of satisfaction in alternative schools, whereas perceived similarity to teachers was a better predictor of satisfaction in traditional schools.

The authors concluded that the different patterns of relationships between perceived similarity and satisfaction were due to the differences in organizational structure, as embodied in the differential salience of the teachers and students in the two types of schools.

Ford, M. The social ecology of University of Northern Colorado residence halls. Doctoral Dissertation, University of Northern Colorado, Greeley, Colorado. Fall, 1975.

Students living in the 14 residence halls at the University of Northern Colorado completed the Real and Ideal forms of the University Residence Environment Scale (URES). The results were analyzed to see whether perceptions of the environment varied according to certain variables, including size of living unit, sexual makeup, class standing, and position as student or staff member.

Smaller dorms tended to foster more supportive environments, in which the residents cared for one another and were more innovative, while competing less on an academic level. Female dorms generally emphasized students' involvement and support of one another, academic achievement, intellectual and cultural activities, formal structure, student influence and innovative ideas, more than either male or coed dorms. Freshmen tended to be more involved with and supportive of fellow students than upper classmen, but upper classmen felt that they had more student influence.

Students and staff members perceived their environments as generally similar, and both showed large differences between their ideal and the actual residence hall environment. Students and staff members ideally would have liked more emphasis on involvement, support, academic achievement, intellectuality, and on all three of the System Maintenance dimensions.

The author also obtained data from 36 college and university housing administrators, and found little or no consistent differences between this group of "experts" and students or staff in perceptions of ideal residence hall environments.

Frichette, S. Factors associated with the social climate of single-sex and coeducational residence halls, cooperatives, fraternities, and sororities, on the Oregon State University campus. Doctoral dissertation. Oregon State University, Corvallis, Oregon, 1976.

The social climates of 24 student living groups (N=1016 students), representing single sex, cooperative, fraternity, sorority, and coed residence types at Oregon State University, were assessed using the University Residence Environment Scale (URES). Environmental perceptions were compared at the different types of living units, and were also related to academic achievement, social activities, and family background variables.

Contrary to expectations, the perceptions of students living in coed units were very similar to those living in single sex units, with the exception that the coed students felt that they placed more emphasis on cultural, artistic, and intellectual activities. When compared to fraternities and sororities, the cooperatives were perceived to be less involving, supportive, socially oriented, intellectual, organized, and more independence-oriented. URES subscale scores also differentiated between male and female, and large and small living units.

High GPAs were more common in residences that students perceived to stress independence and to be relatively unstructured. Students living in environments perceived to be involving were more active in extracurricular activities, and students living in environments perceived to be socially oriented participated more often in both formal and informal dating. The author suggested further studies to relate social climate to other types of student behavior, to percentage of upperclassmen in a given dorm and to staff influence, and also to compare perceptions of males and females residing in the same corridor, should be undertaken.

Funderburke, D. The relationship of the organizational climate of schools and the psycho-social environment of classrooms to academic achievement: A study of the Uniondale, New York, elementary schools. Department of Educational Studies, University of Oxford, Oxford, England, 1973.

This study attempted to relate both the psychosocial environment of classrooms and the organizational climate of schools to academic achievement. Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ) was given to 105 teachers, and the Classroom Environment Scale (CES) was given to 340 students in 19 classes. The author made use of pre-existing student Stanford Achievement Test and Stanford-Binet Group IQ Test results.

Perceptions of the classroom environment related to student achievement, with certain dimensions tending to relate to specific types of achievement. For example, students who perceived high affiliation and high clarity of expectations tended to be high achievers in arithmetic, while those who perceived noncompetitive social climates tended to show high achievement in word and paragraph meaning and arithmetic. Students who perceived high control also tended to be high achievers.

The five schools were categorized according to the OCDQ, but none fit exactly into a category. The author generalized that the three schools that most nearly approached "controlled" atmospheres tended to have the highest achieving students. Certain attributes of school organization were associated with certain areas of achievement, but few were statistically significant.

The author concluded that the study was limited by the fact that it was cross-sectional, and that the measures of achievement were obtained prior to the environmental measures.

Gerst, M. and Sweetwood, H. Correlates of dormitory social climate. Environment and Behavior, 5:440-464, 1973.

This study suggests that students who live in environments which are friendlier, more supportive, and innovative tend to be happier, more at ease, and have a generally more positive outlook. This conclusion is based on the results of giving the University Residence Environment Scale (URES) to 198 student residents of seven dormitories that included 55 suites.

Comparing suite environments to dorm environments, it was found that students living in suites perceived more interaction with fellow students, more student influence, and more spontaneity. This was related to a feeling of happiness and contentment. Interestingly, low independence was also associated with positive mood, and the authors suggest that this is because independent people tend to be callous and unconcerned for others. The same environmental perceptions which related to positive moods were also associated with greater number of friendships.

The architecture of the building was not significantly related to perceptions of dorm or suite. Rather, the social environment caused students to perceive the same physical environments differently, and a smaller milieu had more impact on such perceptions. For example, students who perceived their social environments as low in involvement and support, described the architectural characteristics of their suite as ugly, cold, and dissonant. However, students in the same building who perceived their social environment to be friendly and supportive, described the architectural characteristics of their suite as beautiful, excitable, and harmonious.

The authors conclude that different living arrangements and the social climates they create are more important determinants of mood and outlook than is the physical environment alone.

Goebel, J. Alienation in dormitory life. Doctoral Dissertation, Texas Christian University, Fort Worth, Texas. August, 1976.

The focus of this study was alienation and its relationship to the type of dormitory, and the environmental perceptions and personality dimensions of its residents. The University Residence Environment Scale (URES) and measures of personality and alienation were given to 413 students in seven dormitories representing the four types of living units at Texas Christian University: Greek (fraternities and sororities), Program (units where many speakers, and programs are planned by the house), Living-Learning (a residential college that not only plans activities, but also offers courses in the residence), and Independent (units that were not organized around a particular theme).

The environmental measures clearly differentiated between the types of residences. The Greek residences emphasized interaction with others, feelings of friendship and support, and traditional social orientation, while de-emphasizing competitiveness and individuality. The Program houses stressed individuality, academic competition, and intellectual stimulation, while only moderately emphasizing the Relationship dimensions. The Living-Learning environment stressed involvement and support and also encouraged intellectual and innovative ideas, but only moderately emphasized academic competition, independence and traditional social orientation. The most heterogeneous of the dorms, the Independent houses, emphasized the social and competitive aspects of the environment.

These perceptions related directly to level of alienation. Alienation was highest in Independent houses, followed by Program houses, Living-Learning houses, and Greek houses. The most alienation occurred in residences in which there was little emphasis on friendship and interaction, emotional support, or extracurricular or intellectual pursuits. Hierarchical regression analysis revealed that the environmental and personality measures together explained 63% of the variance in alienation, and that the environmental measures alone explained a large proportion of this. The author concluded that both background characteristics and environmental measures were important predictors of alienation.

Hearn, J. and Moos, R. Social climate and major choice: A test of Holland's theory in university student living groups. Journal of Vocational Behavior, 8:293-305, 1976.

Holland's theory states that vocational and college major choice are expressions of personality types, and that six specific environments correspond to the six personality types he delineates. This study tests the hypothesis by using the University Residence Environment Scale (URES) to assess the social environments of 42 living units on two campuses and to relate them to the distribution of expected major choices in the living units.

The results generally upheld the theory, although there were some exceptions. For example, residences in which a large proportion of the student chose Investigative majors (e.g., architecture, biology, mathematics) stressed interaction, independence, student input, and innovative ideas, while de-emphasizing traditional dating behavior, academic competition, and organization. Residences with a large proportion of Enterprising majors (e.g., history, political science, public administration) encouraged independence and de-emphasized support.

Two "perfect" residences were found, i.e., residences in which all the students' majors fell into one of Holland's categories. The male medical students dorm was very competitive and academically oriented, while the coed dorm at an arts and crafts college emphasized independence and innovation, just as Holland would predict.

The authors concluded that Holland's major choice typology was predictably related to the social climate of student living groups. The results emphasize the role of social climate as a mediator between personality variables and the development of different types of occupational environments.

Hearn, J. and Moos, R. Relationships between subject matter and psychosocial climate in high school classrooms. Social Ecology Laboratory, Department of Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA. 1976

The relationship between high school course content, classroom environment, and teacher orientations was investigated in this study. A sample of 207 classes at 19 high schools were classified according to Holland's typology. The social environments were assessed using the Classroom Environment Scale (CES), and the results were compared to the predictions derived from Holland's theory.

Most of the class environments were similar to Holland's predictions. For example, Artistic classes (art, English, foreign languages) tended to have open and innovative environments with low emphasis on competition and regimentation. Realistic classes (auto mechanics, machine shop) were more competitive and rigid and had less emphasis on task orientation. Surprisingly, they also stressed involvement, affiliation, and innovation, which was attributed to the fact that many of these courses were taught by individuals who are not teachers by profession, but are rather practitioners who take personal pride in their area.

Teachers and students tended to perceive their personal environments similarly. There was no significant correlation between a teacher's orientation, as measured by the Bass Orientation Inventory, and the subject matter taught; that is, math teachers were no more likely to be task-oriented than art teachers. However, there were some relationships between teacher orientation and classroom climate. For example, in Conventional classes (bookkeeping, typing) task-oriented teachers tended to develop classes which emphasized competition, whereas interaction-oriented teachers tended to develop classes which emphasized affiliation.

It is suggested that this type of information and feedback can be used to help revise the organization and format of certain subjects, and also to make teachers aware of the types of classroom environments they tend to create.

Kaye, S., Trickett, E. and Quinlan, D. Alternative methods for environmental assessment: An example. American Journal of Community Psychology, in press, 1977.

Three alternative methods of assessing high school classroom environments were compared and applied to assess the dimensions of teacher support and teacher control in 16 classrooms. The Classroom Environment Scale (CES) measured student perceptions of the environment, observers rated control and support on five-point scales, and ratings of student-teacher verbal interactions were obtained from tape recordings taken in class.

Sixteen classes (four groups of four classes each) were selected from CES results to represent different combinations of support and control (e.g., high support, high control and high support, low control). Observer-rated control related to CES control and observer-rated supported related to CES support, though it related even more strongly to CES control. Interactive behavior classified as "praise or encouragement" and "accept or use student ideas" related to high CES support ratings. However, "praise or encouragement" and "student talk-initiation" were not related most highly to supportive environments as expected, but rather to low CES scores on control. The authors felt that support was a difficult dimension to observe, since it was hard for observers to reach consensus on exactly how to rate it.

The results suggest some overlap in methods of assessing environments, but they also point to the necessity of using multiple measures. The problem of the timing of observations and the difficulty of measuring changing qualities is pointed out in the area of control, for it appeared that teachers establish control during the first few sessions of a class, and that it is therefore less observable later on.

McKinnon, R. A study of the expected and experientially perceived environment of a residence hall at Michigan State University. Doctoral dissertation, Department of Administration and Higher Education, Michigan State University, East Lansing, Mich., 1976.

Freshmen, upperclassmen, and staff (N=273) at a coed residence hall at Michigan State University completed the Expectation and Real forms of the University Residence Environment Scale (URES). Perceptions of these three different groups, and of male and female residents were compared.

Expectations for the three groups differed on three subscales, with staff expecting the least academic pressure, staff and upperclassmen expecting less emphasis on cultural and scholarly pursuits than freshmen, and upperclassmen expecting to be less influenced by their peers than did freshmen. Males tended to expect the dorm environment to be less supportive, intellectual, and organized, and more encouraging of independence than females.

Five months later, upperclassmen and staff perceived the social climate to stress fewer intellectual activities, and upperclassmen felt there was less student influence than did freshmen. Males perceived the dorm environment to be more interactive and independence-oriented, and less supportive, socially-oriented, and organized than did females.

Differences were also found between expected and perceived environments among groups and sexes. For example, students expected more stress on academic achievement than they found, while staff found more than they expected. All groups found the dorm climate to be less competitive than expected. The author suggests that URES results be used to develop programs to lessen the discrepancies between expected and perceived social climates.

Moos, R. Architectural and organizational correlates of the social environments of university student living groups. Environment and Behavior, in press, 1977.

The relationships among architectural characteristics (e.g., proportion of single rooms, presence of snack bar or vending machine), organizational structure and functioning (e.g., student activities and student decision-making power) and the social environments of 87 university student living groups, as assessed by the University Residence Environment Scale (URES), were investigated.

Physical characteristics of living groups were related to their social environments, e.g., units with a greater proportion of single rooms had less emphasis on social interactions and a feeling of friendship, on concern for others in the house, on open and honest communication, on spontaneity, and on the number and variety of new activities. In distinction, residences that were less centrally located on campus tended to emphasize these areas, along with student influence, and they placed less emphasis on traditional social orientation and order and organization.

Residences that sponsored such activities as guest lecturers and intramurals encouraged independent behavior, student running of affairs, and innovation, and placed little emphasis on traditional social orientation, and order and organization. Living groups in which students exercised more control over the functions of house officers, over mealtimes, and over study and quiet hours, had more emphasis on student influence. It was concluded that the social environment may be an important mediator of the effects of architectural and organizational characteristics of student living groups. Architectural, organizational and social environmental measures should be used together to develop accurate and complete descriptions of student living groups.

Moos, R. A typology of junior high and high school classrooms. Social Ecology Laboratory. Department of Psychiatry and Behavioral Sciences, Stanford University, Stanford, California, 1977.

Students in two hundred junior high and high school classrooms completed the Classroom Environment Scale (CES) and the results were subjected to cluster analysis. Five distinctive types of classes were identified: control oriented, innovation oriented, affiliation oriented, task oriented, and competition oriented. Three of the types were composed of structured and unstructured subtypes, and the competition oriented classes also had a subtype characterized by an emphasis on student affiliation.

The largest group consisted of 47 control oriented classrooms. Students here perceived strong emphasis on teacher control and a noticeable lack of emphasis on interaction with the teacher and other students, on task orientation or on organization. The affiliation oriented classes (N=26), on the other hand, emphasized classroom interaction and participation, whereas the task oriented classes emphasized the accomplishment of specific academic objectives.

Student moods and student and teacher satisfaction were assessed on five point scales, and found to distinguish significantly among the clusters. Students were most satisfied in classes that stressed innovation, or competition within a structured setting, and least satisfied in control oriented classes. Teachers were most satisfied in supportive competition oriented and unstructured task oriented classrooms, whereas they were least satisfied in structured task oriented and control oriented classrooms.

The results show that teachers and students reacted similarly to the different class types. Structure was evaluated positively except when it existed in a nonsupportive environment. The development of a taxonomy of classrooms may help to understand how dimensions of classroom social environments moderate each other and are linked to specific outcomes for varying types of students.

Moos, R., DeYoung, A. and Van Dort, B. Differential impact of university student living groups. Research in Higher Education, 5:67-82, 1976.

The University Residence Environment Scale (URES) was used to assess the social environments of 42 living groups on two campuses in the fall and again in the spring. A Biographical and Experience Questionnaire (BEQ) measuring student personal and social growth (i.e., religious concern, athletic participation, musical interest) was also given to the freshmen in the fall and spring.

The social climate for a given residence basically remained stable during the year. A regression analysis was carried out to determine the extent to which a student's spring score on a variable (e.g., religious concern) could be accounted for by the student's fall score on that variable. Initial student standing and sex accounted for between 11 and 59% of the spring variance in different dependent variables. The authors next looked to see if living group social environments were related to personal development in a predictable way.

Specific aspects of social climate tended to be associated with certain dimensions and directions of personal growth. For example, a living environment that emphasized friendship and support tended to have students who were more content and active athletically, and less unhappy and likely to exhibit deviant behavior than would be predicted. Students in an environment that stressed academic achievement were more likely to have negative moods, to feel overwhelmed by work, and to be concerned religiously, and less likely to enjoy artistic pursuits than predicted.

The results support the importance of studying the student living group as a sub-environment which may have differential impacts on college students.

Moos, R. and Moos, B. Classroom social climate and student absences and grades. Social Ecology Laboratory, Department of Psychiatry and Behavioral Sciences, Stanford University, Stanford, California, 1977.

The social environments of high school classes were related to student absenteeism rates and average final grades given by the teacher. The Classroom Environment Scale (CES) was completed by students and teachers in nineteen classrooms of a single school to assess classroom climate.

Higher final grades were given in classrooms perceived by teachers and students as having high levels of involvement and low levels of teacher control. Absenteeism was high in classrooms that students perceived as competitive and structured and teachers perceived as low in teacher support.

The results suggest that while some students may thrive in a competitive social climate, this same climate may foster high rates of absenteeism and associated lower grades for other students. Highly structured and competitive classes may have greater differential impacts on students, i.e., they may facilitate personal growth among some students and inhibit it among others. This suggests that it may be more important to match student and environmental characteristics in structured than in unstructured classes.

The results are discussed in light of their implications for understanding the differential effects of classes, as well as for identifying and changing "high risk" classroom environments.

Moos, R. and Otto, J. The impact of coed living on males and females. Journal of College Student Personnel, 16:459-467, 1975.

The expectations and real forms of the University Residence Environment Scale (URES) and a Biographical and Experience Questionnaire (BEQ) were given to students in ten female, ten male, and seventeen coed houses in the Fall and Spring of their freshman year to determine whether there were initial differences between students who selected single-sex versus coed living arrangements, and to see whether their effects on the students varied. The initial differences between the males who chose all-male and coed housing were slight, while the females who chose coed living tended to have more positive self-concepts and higher career aspirations than those who entered all-female housing.

All groups had similar expectations of their housing units, though the males moving into coed units expected a more involving environment. However, there were noticeable differences in the actual social environments that developed in the different types of living units. Males in coed units perceived more emphasis on emotional support and intellectuality and less emphasis on traditional social orientation than those in all-male units. Women in coed units perceived an atmosphere that was involving, independence oriented and innovative, with less emphasis on dating, academic pressure, and organization than women in all-female groups. The BEQ showed that coed units were associated with certain potentially negative effects, such as lowered career aspirations, more frequent use of the health center, and higher female drop-out and transfer rates. The results suggest that there may be greater stresses in coed student living groups than in non-coed ones, and that this may be detrimental to academic pursuits and levels of aspirations.

Moos, R. and Van Dort, B. Student physical symptoms and the social climate of college living groups. Social Ecology Laboratory, Department of Psychiatry and Behavioral Sciences, Stanford University, Stanford, Calif., 1976.

This study suggests that the social environment of a university student living group is related to the likelihood that its residents will experience physical symptoms. The University Residence Environment Scale (URES) and a physical symptom inventory were given to students living in 18 male, 18 female, and 16 coed houses in an effort to identify "high risk" settings in which students were more likely to experience physical symptoms.

A Physical Symptom Risk Scale, a new subscale of the URES, which relates consistently to complaints of physical symptoms for male, female and coed living groups, was developed. More complaints of physical symptoms were found to occur in residences in which student interaction and involvement were low and competition was high. These units also planned fewer social activities and were generally low on student influence. However, there was no correlation between a living unit's social climate, or between its mean reported physical symptom level, and its health center utilization rate.

The authors suggest that some type of "environmental diagnosis" might be used to isolate potential high risk residences early in the year so that an attempt could be made to revise their programs and perhaps affect a change in their social environments.

Moos, R., Van Dort, B., Small, P. and DeYoung, A. A typology of university student living groups. Journal of Educational Psychology, 67:359-367, 1975.

Students from 100 living groups at sixteen colleges were given the University Residence Environment Scale (URES), and the results were submitted to cluster analysis. Five distinctive types of living units were identified: competition oriented, supportive-achievement oriented, independence oriented, relationship oriented and traditionally-socially oriented.

For example, the units in the competition-oriented cluster (N=42) placed high emphasis on competition and academic achievement, but de-emphasized intellectuality, student influence and innovation. The majority of these units were male. The supportive-achievement oriented cluster units (N=13) had an environment that was involving, supportive, and academically oriented but that did not encourage independent behavior, dating, competition, intellectuality, and student running of affairs. All except one of these units were coed or female.

The independence oriented groups (N=25) strongly emphasized independence and placed above average emphasis on support, student influence, and innovation. They placed less emphasis on traditional social orientation. These units were mainly coed. The traditionally-socially oriented category included 12 groups that placed above average emphasis on traditional social orientation and order and organization, and placed below average emphasis on the other Personal Growth and System Maintenance dimensions. These groups were all female except for one coed unit.

Some evidence that different types of living groups have different impacts on students was presented. It was suggested that an empirically-derived taxonomy of the social environments of university student living groups may help to understand which types of living group programs produce optimal outcomes for various types of students.

Nielsen, H. and Moos, R. Exploration and adjustment in high school classrooms: A study of person-environment fit. Social Ecology Laboratory, Department of Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA., 1977.

The level of social-psychological adjustment achieved by students with different exploration preferences in classrooms with different social exploration presses was examined in this study. Junior and senior high school students in 114 classrooms were assessed as to their individual tendency toward social exploration and their overall satisfaction and personal adjustment in their classes. The exploration climate of the classroom was assessed by a measure that consisted of the five Classroom Environment Scale subscales of Involvement, Affiliation, Teacher Support, Teacher Control, and Innovation.

Students were generally more satisfied and better adjusted in high social exploration climates, and, in these climates, the higher the students' exploration preferences, the more satisfied and adjusted they were. However, in low exploration climates, there was little or no difference in the satisfaction and adjustment of students with different exploration preferences.

Hence, the hypothesis that students with high exploration preferences adapted better to high exploration climates than students with low exploration preferences was upheld. The hypothesis that students with low exploration preferences would adapt better to climates low in social exploration than students with high preferences was not supported. If satisfaction and adjustment are considered to be important outcomes, the results suggest that high exploration preference students should not be assigned to low exploration climate classes.

Pond, W. Interrelationships between the organizational climates of secondary classrooms as perceived by both the teachers and students of those classrooms. Doctoral dissertation. University of Maryland, College Park, Maryland, 1973.

The relationship between student and teacher perceptions of classroom and school, and student and teacher satisfaction were analyzed in this study. The Classroom Environment Scale (CES) and the Organizational Climate Description Questionnaire (OCDQ) were given to teachers and students in 100 classrooms in 20 schools.

Teachers and students perceived their environments similarly, i.e., there were significant correlations between teachers and students for all nine of the CES subscales. Students who had positive perceptions of their classrooms, that is, who felt involved, supported, and that they had some control over what they did, were more satisfied with school. Teachers who were satisfied with the overall climates of their schools also tended to be satisfied with their jobs.

However, there was no significant relationship between a teachers' perception of the classroom and his/her job satisfaction or perception of the overall school climate. There was also no relationship between students' classroom perceptions and teachers' school perceptions.

The author concluded that students seem to derive their satisfaction from the classroom environment whereas teachers derive theirs from the overall school climate.

Schroeder, C. and Griffin, C. A novel living-learning environment for freshmen engineering students. Engineering Education, 67, No. 2:159-161, 1976.

The high dropout rate of engineering students to other departments may be related to a non-supportive environment and poor peer relationships. Educators at Auburn University set up a special living-learning environment for freshmen engineering students which has helped to alleviate the problem, according to several measures, including the University Residence Environment Scale (URES).

Three floors of a dorm were transformed into a living-learning center by providing a lounge, a computer terminal, wall-to-wall carpeting, good furniture, and limiting access to only the 50 freshmen engineering students who elected to live there and their friends. These students, and the 47 freshmen engineering students who chose to live in other residences, completed the expectations form of the URES before entering their residences, and the real form of the URES two and a half months later. The living-learning students both expected and perceived environments that were more friendly, supportive, and intellectually challenging than the environments described by their fellow engineering students. The success of the program was measured by comparing the first year living-learning students' GPA of 1.69 (on a 3.0 scale) to the other engineering students' GPA of 1.48. Two years later, 70% of the living-learning students remained in engineering as opposed to 51% of their counterparts, and 50% were still in residence halls as compared to only 26% of the other students.

Small, M., DeYoung, A., and Moos, R. The University Residence Environment Scale: A method for describing university student living groups. Journal of College Student Personnel, 15:357-365, 1974.

This article discusses the development of the University Residence Environment Scale (URES) and demonstrates its use by comparing the social environments of the student residences on two campuses.

The residences on Campus A were generally more involving and supportive and the students appeared to be more committed towards their residences and fellow students than the students on Campus B. Campus A residences also encouraged independence, student influence in campus affairs and innovation, but they did not stress traditional dating or organization.

A male and female living unit on Campus B were compared. The females perceived considerably more support, traditional social orientation, intellectuality, and order and organization, and considerably less independence than the males.

This study points out the feasibility of using the URES to distinguish between residences on different campuses, and among residences on a single campus.

Trickett, E. and Moos, R. Personal correlates of contrasting environments: student satisfaction in high school classrooms. American Journal of Community Psychology, 2:1-12, 1974.

Student perceptions of classroom environment related to student moods and satisfaction in class according to this study in which high school students in 18 classrooms were given the Classroom Environment Scale (CES) and measures of student satisfaction and classroom mood.

The environment of a specific classroom bore little relationship to feelings towards the school, but environmental dimensions related to aspects of the classroom. For example, students were more satisfied with their teacher in classrooms in which they perceived more involvement and teacher support, and in which they knew what was expected of them. They felt they were learning more material in classes in which they were more involved, competed with others, and understood what they were to do.

Student moods were also related to classroom environments. Feelings of security were positively associated with involvement and support, while anger was associated with low levels of order and organization. Student interest was highest in situations in which students felt involved with one another, in which teachers were supportive and innovative, and in which students knew what was expected of them.

The results suggest that "satisfying" classrooms tend to have considerable student-teacher interaction, to be supportive and innovative, and to have clearly defined rules and expectations. These attributes are also systematically related to students' moods and their feelings about classrooms. The authors suggest that attributes such as "satisfaction" should be broken down further into more specific components, and that the desired outcome of an environment dictates how that environment should be evaluated.

Trickett, E.J. and Quinlan, D.M. Three domains of classroom environment: An alternative analysis of the Classroom Environment Scale. Department of Psychology, Yale University, New Haven, Conn., 1977.

The study reports the results of a factor analysis of the Classroom Environment Scale using a sample of 229 classrooms with 3,480 students. A six factor solution representing three domains of the high school classroom was found. The domains were each represented by two orthogonal factors. The first domain, teacher as authority, contained factors labelled Rule Emphasis and Order and Organization. The second domain was composed of two factors measuring the friendship and supportive function of the teacher. The third domain contained factors measuring student competition and student affiliation.

Construct validity for the factors was suggested by an analysis of their relationship to locale of classroom (urban, suburban, and rural), sex of teacher, and size of class. The relationship of the factor structure to the original nine dimension scale is discussed.

Trickett, E. and Wilkinson, L. Using individual or group scores on perceived environment scales: Classroom Environment Scale as example. Department of Psychology, Yale University, New Haven, Conn., 1977.

For both conceptual and methodological reasons, perceived environment scale data, when attempting to describe environments rather than individuals, should use the group or setting rather than the individual as the unit of analysis. Using both individual and group data across different sample sizes, the present paper explored whether or not this important conceptual distinction yielded important empirical differences in the factor structure and subscale intercorrelations of the Classroom Environment Scale. The following results were obtained: (1) the pattern of subscale intercorrelations is similar when individual and group data is compared, although subscales tend to be more highly intercorrelated when the group is the unit of analysis; (2) the factor structure is identical for individuals and groups, and (3) the results are consistent across different sample sizes. Implications of these findings for the use of the CES are discussed.

Trickett, P., Pendry, C. and Trickett, E. A study of women's secondary education: The experience and effects of attending independent secondary schools. Psychology Department, Yale University, New Haven, Conn., 1976.

The impact on women of attending single sex versus coed high schools was investigated in this study involving tenth and twelfth graders at 15 boarding schools. Perception of the classroom social climate was assessed using the Classroom Environment Scale (CES), and a number of other instruments were used to collect information on demographic variables, career goals, and alumnae perspective.

In comparison to classes in public schools, the classes in the boarding schools were perceived to be more involving, friendlier, more supportive, to have less emphasis on following rules, and to have stricter teachers. Women attending single sex boarding schools perceived their classrooms (N= 35 classrooms) to be more involving, friendly, task-oriented, competitive, ordered, clearly defined, and controlled than did women attending coed boarding schools (N=43 classrooms).

The overall results indicate that the social environments of single sex and coeducational women's boarding schools do differ. The quality of personal relationships experienced by the two groups was similar, but single-sex students were generally closer to their parents while coed students spent more time with boys and found it easier to befriend faculty, which was consistent with their classroom perceptions of low task orientation and low structure. Students in single sex schools tended to be more academically oriented; they perceived their classrooms to be more task oriented, competitive, and structured. However, women from single sex and coed boarding schools tended to have similar academic achievements and social lives by their second year of college regardless of the emphasis in their secondary school environment.

West N. The effectiveness of assignment to living units by personality types on the satisfaction, achievement, and self-development of freshmen males. Doctoral Dissertation. Auburn University, Auburn, Alabama, August, 1976.

The effects of matching roommates according to personality and of having group rooms on floors were assessed in this study. Ninety-eight freshmen males were categorized into personality types using the Myers-Briggs Type Indicator, and then given the Expectations and Real forms of the University Residence Environment Scale (URES) along with orientation and sociometric questionnaires.

Students who were randomly assigned to roommates tended to show somewhat greater feelings of friendship, interaction, and spontaneity than students matched by personality. However, too few differences were significant to indicate a real difference between the two groups. Freshmen placed on floors with group rooms showed more concern for one another, were more interested in classroom and academic accomplishment, and placed more emphasis on other scholarly and intellectual activities.

A comparison of Expectations and Real forms of the URES indicated that freshmen found more diversity and freedom and less emphasis on dating and cultural, academic, and intellectual affairs than they had expected.

The author concludes that the provision of group rooms may have a positive impact in residence halls, and that more choice in housing options should be made available to students if administrators want to attract students to on-campus living alternatives.

Wilcox, B. and Holahan, C. Social ecology of the megadorm in university student housing. Journal of Educational Psychology, 68:453-458, 1976.

The University Residence Environment Scale (URES) was given to 110 students who lived in two high-rise and four low-rise (single sex) residences at the University of Texas to determine whether the type of physical structure affected perception of the social environment.

Students living in high-rises perceived their environments as less involving, supportive, organized, and permissive of student input, and more encouraging of independence, than those living in the low-rises. Comparing upper (7-10) and lower (1-5) floors of high-rise dorms, it was found that students living on upper floors perceived less commitment and concern for others, student input, and innovation than those on lower floors.

Whether the unit had male or female students was also an important variable. Women's units were more supportive, traditionally socially oriented, organized and innovative, and less independence-oriented than men's.

Interaction of sex and physical environment proved important only in the comparison of high and low-rise dorms. High-rise women perceived more independence than low-rise women, and low-rise women perceived more traditional social orientation than high-rise women. High-rise men and low-rise women perceived more innovation than low-rise men and high-rise women.

The authors concluded that the physical environment was an important determinant of perception of the social environment, and that the URES could be used to assess these effects and to provide solution-oriented feedback. Policy revisions were enacted to provide for a special orientation program for the megadorms, increased social contact for the students living in them, and greater administrative responsiveness to student needs.

PART IV

ABSTRACTS OF STUDIES USING

THE

FAMILY, WORK AND GROUP ENVIRONMENT SCALES

Amante, D. and Van Houten, V. Social climate measurement in a community mental health center. West Shore Mental Health Clinic, Muskegon County Community Mental Health Services. Muskegon, Michigan, 1976.

The Work Environment Scale (WES) was given to 108 staff members of a community mental health center (CMHC) to assess their perceptions of their work environment. Information about demographic characteristics such as socioeconomic class, age, sex, and ethnicity was also obtained.

Staff members in different units in the CMHC perceived their work settings differently. For example, the outpatient units were seen to be more involving, cohesive, supportive, autonomous, and physically comfortable, and less controlled. When jobs were classified as manual or non-manual, those in non-manual positions assessed their environments more positively. They felt more involved, friendly toward fellow workers, supportive, self-sufficient, and less controlled. However, those in manual positions scored higher on job clarity and were more comfortable with their physical environments.

Individual background variables were related to perceptions of the work setting. For example, women tended to report more peer cohesion, autonomy, task orientation, and clarity. Length of work experience was related to job perception, with people who had been at the CMHC for less than four years perceiving their environments to be less involving, cohesive, supportive, pressured, and comfortable. Although the number of Black staff members was small (N=12), they did perceive less cohesion and autonomy, and more control, than their White co-workers.

The authors concluded that the CMHC had a stratified social system, and that mental health personnel should carefully evaluate the environment they create for their employees before trying to help the larger community. They suggest that social climate measurement may represent an important component of program evaluation efforts in community mental health centers.

Bader, E. Redecisions in family therapy: A study of change in an intensive family therapy workshop. Doctoral Dissertation, California School of Professional Psychology, San Francisco, Calif., 1976.

The Family Environment Scale (FES) was used as one technique by which to evaluate a one-week multiple family therapy workshop. The FES was given to five experimental and five control families before the workshop, immediately after the workshop, and at a two-month follow-up interval. The families in the experimental group showed significant increases in cohesion, expressiveness, and independence from before to immediately after the workshop; they showed additional increases in these three subscales at the two-month follow-up interval. In contrast, the control group showed no significant changes over time on any of the FES subscales.

Baum, M. and Nutter, R. The ideal group counselling of alcoholics: Comparison of Henwood and Claresholm counsellors. Alberta Alcoholism and Drug Abuse Commission, Edmonton, Alberta, Canada, 1974.

The ideal form of the Group Environment Scale (GES) was given to counsellors at two in-residence treatment facilities dedicated to alcoholic rehabilitation. The purpose was to describe the "ideal" group processes as seen by the counsellors at the two facilities, to compare the two approaches to therapy, and to determine the uniformity of approach taken by individual counsellors at a given home.

The GES Form I was completed by 14 counsellors at Henwood and eight counsellors at Claresholm. Both groups were similar in their perception of the ideal situation as stressing cohesion, expressiveness, leader support, independence, task-orientation, self-discovery, anger and aggression, and innovation. The groups differed in that Henwood counselors tended to tolerate more anger and aggression, while Claresholm counsellors stressed more order and organization, though neither group rated the desirability of this latter area very highly. The counsellors in each group generally agreed with each other as to approach, though Henwood counsellors correlated more highly with one another than Claresholm counsellors.

The authors concluded that the GES Form I can be used to evaluate the accuracy of the descriptions of counselling programs, e.g., Henwood counsellors state that they want to provide "structured experiences" as part of the counselling program, yet their ideal scores on the order and organization and leader control subscales are very low. These contradictory results indicate a possible discrepancy between stated and actual program ideals.

Brodsky, G. Work Morale Survey. Preliminary Report. Mental Health Division, State of Oregon, Salem, Oregon. April, 1976.

The Work Environment Scale (WES) was administered to the entire staff of a large state hospital and training center for the purpose of delineating specific components of an ongoing morale problem. The WES was used because it was thought to be applicable to the wide variety of work settings that existed at the hospital.

The 684 returned questionnaires (63%) were determined to be a statistically representative sample of the staff. A second more subjective form asking about things that were disliked and possible solutions was also given. WES score comparisons showed that personnel involved in direct patient care perceived less peer cohesion, supervisor support, autonomy, task orientation, and clarity, and more work pressure than did personnel not involved in direct patient care. Further analyses are planned with a view toward making specific suggestions for changes in hospital policies.

Bromet, E. and Moos, R. Environmental resources and the posttreatment functioning of alcoholic patients. Journal of Health and Social Behavior, in press, 1977.

The posttreatment functioning of alcoholic patients was assessed in relation to 1) the presence or absence of marital and occupational resources and 2) if present, the type of social environment they provided. Patients in stable marital and/or work situations at admission had significantly better outcomes (drinking, psychological, social) than patients without those resources. Among the married patients (N=111 families) a more positive family environment, as measured by the Family Environment Scale (FES), was associated with better than expected improvement in the functioning of the alcoholic member. For example, greater emphasis on cohesion and less emphasis on conflict was associated with better-than-expected outcome on subjective rating of the drinking problem and on psychological well being.

The Work Environment Scale (WES) was used to assess how working patients perceived their work setting. A more positively perceived work environment was associated with better than expected posttreatment performance, but only among patients who were not in families; for patients living with their spouses no relationship was found. For example, for patients who were not in families, those who perceived their work settings as being more involving and cohesive showed better-than-expected outcome in psychological and social functioning. The results indicate the importance of including environmental measures in addition to patient background and functioning characteristics in longitudinal and evaluation research.

Campbell, F.C. Mutual expectations for the neophyte staff nurse: A co-operative effort of nursing education and service. Report of Phase II: Role adaptation. Children's Hospital of Los Angeles, Los Angeles, Calif., 1973.

An adapted version of the Work Environment Scale (WES) was one of several measures used to assess the environment of medical units in a children's hospital in an effort to find the causes of an unusually high attrition rate among neophyte staff nurses. The 14 new nurses to join the staff in an eight month period were assessed as to role perception, orientation toward their nursing role, work performance, perception of unit (using the WES), and whether they were able to fulfill their role perceptions on that unit. These assessments were made before beginning employment and after six weeks, three months, and six months on the unit.

Neophyte nurses, whose perceptions of their unit tended to differ drastically from the actual unit (as assessed by the perceptions of both RNs and ancillary personnel), often did not adjust well. For example, a new nurse who joined Unit C perceived considerably less autonomy, task orientation, work pressure, and innovation than her co-workers. After six weeks she was not adjusting well and she transferred to Unit D, where her perceptions were much closer to those of her co-workers, and she adapted very well. Brief individual "case" reports are presented for each of the neophyte nurses in the study.

The attrition rate during the study (30%) was lower than had been experienced in the past, and the authors concluded that nurses should be provided with more realistic job expectations while still in school, and that the student-to-nurse transition might be eased by more careful placement of neophyte nurses into work units.

Janes, C. and Hesselbrock, V. Perceived family environment and school adjustment of children of schizophrenics. Presented at the American Psychological Association Convention, Washington, D.C., September, 1976 (From the Child Development Research Center, Washington University School of Medicine, St. Louis, MO.).

The Family Environment Scale (FES) was administered to 24 children of schizophrenic parents (experimental group) and to 26 children of normal parents (control group). Children of schizophrenic parents rated their families significantly lower on two subscales: Intellectual-Cultural Orientation and Active Recreational Orientation.

The Personal Reaction Inventory (measuring social desirability) correlated significantly with four of the FES subscales: Cohesion, Conflict, Intellectual-Cultural Orientation and Organization. Correcting for social desirability increased differences between children of schizophrenics and children of normals on the Intellectual-Cultural Orientation scale. There were 24 Black and 26 White children in the sample, about evenly divided between the experimental and control groups. There were no differences between these two groups on any of the FES subscales.

Teachers used the Hahnemann High School Behavior Rating Scale to assess the school adjustment of 23 of the 50 children. Correlations between the ten FES and the 13 Behavior Rating Scale scores were generally scattered and difficult to interpret; however, FES Independence was consistently related to school behavior. Teenagers who perceived their families as stressing independent thought and action were more likely to be rated by teachers as higher in reasoning ability, originality, verbal interaction and intellectual independence, as having better work habits, and as demonstrating less anxiety than other children. The authors conclude that these results support the notion that competent children are reared in homes that encourage cognitive and social initiative.

Ménard, R. Le climat social dans les équipes de rééducation de Boscoville. Groupe de Recherche Sur L'inadaptation Juvénile, University of Montreal, Montreal, Quebec, Canada. 1974.

The Group Environment Scale (GES) was given to administrators and teachers at a residential center for juvenile delinquents (a French translation of the Scale was used). The study was basically descriptive and investigated differences between administrators and teachers, and differences among the various units at the Center.

The Scale differentiated between units for observation (admission units) and regular units, and among the various regular units. GES profiles for administrators and teachers are presented and discussed for each of seven residential units (cottages). In general, the results indicate that the climate at Boscoville was cohesive, supportive, independence-oriented, and well organized and tended to de-emphasize self-discovery, the open expression of anger and aggression, and innovation and change (at least in comparison to American normative data). In addition, it was found that the administrators perceived significantly more concern for others and independence (and obtained higher mean scores on seven of the other eight GES subscales) than did teachers.

Moos, R., Bromet, E., Tsu, V. and Moos, B. Family characteristics and the outcome of treatment for alcoholism. Social Ecology Laboratory, Department of Psychiatry and Behavioral Sciences, Stanford University, Stanford, Calif., 1977.

The Family Environment Scale (FES) was used to assess the social environments in families of 122 treated problem drinkers, and to relate them to several other sets of variables, e.g., family activity and participation variables, interpersonal functioning variables and variables related to the outcome of treatment for alcoholism.

The relationships between family participation and interpersonal functioning variables and the family environment generally supported the construct validity of the FES. For example, social and sports participation was significantly related to active recreational orientation. Family participation in cultural activities was significantly related to intellectual-cultural orientation, and religious participation was significantly related to moral-religious emphasis. Families in which husbands and wives reported doing fewer household chores together were higher in conflict and control. Families in which a large number of disagreements were reported were also significantly higher in conflict and control, and significantly lower in cohesion, expressiveness, independence and organization. Families in which one or more members had a serious illness had higher scores on moral-religious emphasis.

In general, the better the family member who had been treated for alcoholism was functioning the more positively perceived was the family social milieu. That is, families in which the alcoholic member showed better treatment outcome tended to express more concern for one another, to encourage individual thinking, to be well organized and to exhibit less anger and strict control than families of alcoholics whose treatment outcome was less positive. Active recreational orientation and moral-religious emphasis were also positively related to the functioning of the alcoholic member.

Moos, R. and Moos, B. A typology of family social environments. Family Process, 15:357-372, 1976.

Family Environment Scale (FES) data on 100 families was subjected to cluster analysis to develop an empirically-based taxonomy of families. Six distinctive clusters of families were identified: expression oriented, structure oriented, independence oriented, achievement oriented, moral-religious oriented and conflict oriented. The clusters showed systematic differences in background characteristics such as size, ethnic minority composition, drinking patterns, and family disturbance and incongruence. Some evidence that certain clusters of families were composed of different sub-clusters is presented. It is suggested that an empirically-derived taxonomy of the social environments of families may help to understand how different family environments are linked to different family outcomes.

Penk, W., Robinowitz, R. and Kidd, R. Perceived family environments among ethnic groups of compulsive heroin users. Paper presented to the Inter-American Congress of Psychology, Miami, Florida, December, 1976.

A group of 56 adult heroin users completed the Family Environment Scale (FES) to retrospectively describe the home in which they were raised.

Heroin users' retrospective perceptions of their home environments differed significantly from those of the current normative sample of 285 families (FES Preliminary Manual) on eight of the ten FES subscales. They remembered their environments as stressing achievement and adherence to moral and religious norms, while de-emphasizing family relationships, independence, and intellectual-cultural orientation.

White Anglo, Black, and Mexican-American ethnic groups perceived their home environments similarly. The only exceptions were that White heroin users remembered their families as participating in fewer recreational activities than the other two groups, and as being less controlling than Black heroin users remembered their families.

The results indicated that heroin addicts tended to come from families that differed from normal families, but that there were only minimal differences among ethnic groups. The authors suggested that heroin addicts typically came from families that stressed high achievement while inhibiting expression, and that the addict may have turned to heroin as a result of his failure to achieve the high goals expected from him.

Rosenthal, M. Effects of parent training groups in behavior change in target children: Durability, generalization, and patterns of family interaction. Doctoral Dissertation. University of Cincinnati, Cincinnati, Ohio. 1975.

Three subscales of the Family Environment Scale (FES) were used as one technique by which to evaluate the effects of behaviorally-oriented parent training groups. Seventeen families, each having a child with behavioral problems, were randomly assigned to an experimental (parent training group treatment) or a control (no treatment) condition.

The children in the experimental group showed a significant decrease in targeted deviant behaviors at posttreatment and at follow-up. Parents of children in the experimental group also showed a significant decrease in their perception of problem behaviors, while parents of children in the control group showed no significant changes in this area. In terms of the FES, parents in the experimental group perceived significantly more cohesion and less conflict (marginally significant), while parents in the control group failed to perceive significant changes. There were no significant changes in the FES Control subscale in either group.

The author suggests that the FES may be used to measure whether there is a spread of therapeutic effects to other aspects of a family system. The indication in this study is that some generalization of the behaviorally-oriented training did occur, supporting the notion that some specific interventions may lead to generalized positive change in the family environment.

Scoresby, A. L. and Christensen, B. Differences in interaction and environmental conditions of clinic and non-clinic families: Implication for counselors. Journal of Marriage and Family Counseling, 2:63-71, 1976.

The Family Environment Scale (FES) was administered to 70 members of 13 families receiving counseling at a university counseling clinic, and 104 members of 18 "non-clinic" families selected from families who enrolled a child in a university pre-school facility. The families who were in family counseling (i.e., who were seeking help for family problems) scored significantly lower on the FES Cohesion, Expressiveness, and Organization subscales, whereas they scored significantly higher on the Conflict subscale.

The Relationship Style Inventory (RSI), which assesses three styles of interaction (complementary, symmetrical and parallel), also differentiated between the two groups of families; however, the authors did not report on whether the two scales (FES and RSI) were related to each other.

Simek, M. An analysis of psychosocial work environments in radio broadcast stations of a single market. Masters Thesis, University of Oregon, Eugene, Oregon. 1975.

The Work Environment Scale (WES) was given to 180 people at 13 radio stations to investigate the relationship between the work environment and various other characteristics of the stations, including their success.

Commercial stations tended to score more highly on all subscales than non-commercial ones, especially Involvement, Autonomy, Task Orientation, Work Pressure and Innovation. The author suggests that this may be because the three non-commercial stations were run primarily by students, whose top priority was academic. Functional groups within stations perceived their environments similarly, except that Sales people scored somewhat higher on Relationship and Personal Growth dimensions than people in Administration and Operations. Managers perceived more emphasis on supportiveness, efficient and clear work organization, and control than those at lower levels of authority.

Arbitron ratings and general manager's rankings were used as measures of success. High manager-ranked stations were more likely to emphasize employees working together, independent decision-making, work pressure, and innovation than low manager-ranked stations, but differences based on Arbitron ratings were less obvious. This may be because Arbitron ratings are based on audience size, while managers are also concerned with other factors, such as employee involvement and innovation.

Waters, J. Using the Family Environment Scale as an instructional aid for studying the family. Social Science Division, Gordon Junior College, Barnesville, Georgia, 1976.

This paper describes a method for using the Family Environment Scale (FES) in a Family and Marriage course to provide students with feedback on their own home environments. The author suggests giving the Real form of the Scale followed by the Ideal form, and using these as a basis for class discussion. The students can be shown the normative data so that they may compare themselves to other populations, including perhaps the other students in the class. Several variations are suggested, such as the teacher providing the students with a written analysis of the discrepancies on the two forms, the teacher playing the role of counselor, the student administering the test to other members of the family, and so forth. The author reports that students reacted favorably to these procedures.

Wetzel, J.W. Dependence upon unsustaining environments as an antecedent variable of depression. Doctoral Dissertation, George Warren Brown School of Social Work, Washington University, St. Louis, MO., 1976.

This study tested the hypothesis that a person will be vulnerable to depression if his/her tendency toward independence or dependence is not supported by the environment. A preliminary study developed two measures of predispositions toward independence or dependence. The Family Environment Scale (FES) subscales of Cohesion, Independence, Organization, and Control and the Work Environment Scale (WES) subscales of Peer Cohesion, Staff Support, Autonomy, Clarity, and Control wre used to assess perceptions of family and work settings.

The scales were administered to a group of 100 women who had families and also worked outside their homes. Fifty of them were diagnosed as clinically depressed. Depressed women perceived their work environments to be significantly less supportive (regarding both peers and staff) and encouraging of self-sufficiency, and more controlling than did non-depressed women. They also perceived significantly less cohesion in their family environments.

Six interactions between personal and environmental factors proved significant. For example, women who were independent, but who were not in an autonomous family environment, tended to be depressed; dependent women in autonomous family environments also tended to be depressed. Dependent women who perceived their work environments as low in clarity (i.e., as not giving them needed structure) tended to be depressed, as did independent women who perceived their work environments as high in clarity (i.e., as providing too much structure). The author interprets these incongruencies between personal dispositions and the environment as a possible cause of depression.

APPENDIX A:

REFERENCES AND BRIEF ABSTRACTS OF

ADDITIONAL MANUSCRIPTS AND ARTICLES

APPENDIX A:

References and Brief Abstracts of Additional Manuscripts and Articles

(These papers cover additional recent work, earlier work and work which used somewhat altered versions of one of the Scales. Papers which were previously referenced in Evaluating Treatment Environments (ETE) or Evaluating Correctional and Community Settings (ECCS) are noted, and the chapter in which they appear is identified.)

Armour, P. Ward atmosphere survey: preliminary results. North Ryde Psychiatric Centre, Research and Evaluation Service. New South Wales, Australia, December, 1972 (used the Real and Ideal Forms of the WAS to describe five wards in a psychiatric center in Australia).

Ballard, M. Discharged patients' perceptions of the ward environments of four psychiatric units in a state hospital. Masters Thesis, School of Nursing, Texas Woman's University, Denton, Texas, 1972 (Compared discharged patients' perceptions of four psychiatric programs).

Bancke, L. Staff and patient perception of ward atmosphere at Drake Memorial Hospital. Unpublished manuscript, Drake Memorial Hospital, Cincinnati, Ohio, 1969 (Found that the WAS could be used to assess the treatment environment of a chronic disease hospital; ETE, Chapter 5).

Carte, J. and Rohrbaugh, P. The social climate at Hillcrest: A study. Hillcrest School of Oregon, Oregon Division of Corrections, Salem, Oregon, 1971 (Used the CIES to describe the social climate at a correctional institution for female delinquents; ECCS, Chapter 6).

Chambers, T. An empirical study of leadership and management styles of head staffs in college/university residence halls. Doctoral dissertation, Department of Education, University of Notre Dame, Notre Dame, Ind., 1976 (Used the URES in an attempt to relate the degree of dogmatism of the head resident to students' perceptions of their living group environments).

Chase, M. A profile of absconders. New York State Division for Youth, Research Department, World Trade Center, New York, 1973 (Used the CIES to help identify correctional program absconders; this work is also presented in ECCS, Chapter 8).

Cleghorn, J. Comparison of two psychiatric wards for six months. Unpublished manuscript, McMaster University, Hamilton, Ontario, Canada, 1969 (Used the WAS to discriminate between two programs and to observe the effects of changing one of these programs during a six month period; ETE, Chapter 5).

Cooper, L. Staff attitudes about ideal wards before and after program change. Journal of Community Psychology, 1:82-83, 1973 (Found that staff values may be changed by the actual practices in treatment environments; ETE, Chapter 4).

Daniels, D. The Dann Services Program. Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, Calif., 1970 (Describes the use of the WAS in contrasting an experimental ward program with a ward-based employment service with a control ward program over a three year time interval; ETE, Chapter 5).

Davis, J. and Maroney, R. Patient and staff perceptions of spinal cord injury units. Unpublished data, Veterans Administration, Department of Medicine and Surgery, Washington, D.C., 1971 (Collected and factor analyzed WAS data from patients and staff in spinal cord injury units and identified four factors: active treatment program, ward satisfaction, guardedness and patient cooperation).

DeYoung, A. Measuring and changing classroom climate. New Directions in Teaching, in press, 1977 (Used the CES to affect positive change in a college sociology class).

DeYoung, A. The social ecology of university student living units and its effect on selected behavioral, subjective and performance variables, Doctoral dissertation, Department of Education, Stanford University, Stanford, Calif., 1975 (Used the URES and showed that living group social environments had differential impacts on student interactions, activities, self-descriptions and feelings).

Eichelberger, L. The value of the Community-Oriented Programs Environment Scale in planning change. Masters thesis. California State University, Hayward, Calif., 1975 (Used the COPES to assess Edgar Children's Shelter, a temporary placement for foster children).

Ellsworth, R. and Maroney, R. Characteristics of psychiatric programs and their effects on patients' adjustment. Journal of Consulting and Clinical Psychology, 39:436-447, 1972 (Presents correlations between the WAS and the Perception of Ward Scales; ETE, Chapter 3).

Frank, C. and Michel, R. Inmate Performance Pay Demonstration Project. Federal Reformatory, El Reno, Oklahoma; Task Force Report to U.S. Bureau of Prisons, Washington, D.C., 1972 (Used the CIES to help assess the changes in a correctional environment after the institution of an inmate performance pay demonstration project; ECCS, Chapter 6).

Gavin, A. and Waters, J. Resident and staff perceptions of the present and ideal correctional environment: A social ecological description of the setting. Department of Counseling and Human Development, University of Georgia, Athens, GA., 1975 (Compared staff and inmate perceptions of the social environment of a maximum security correctional facility).

Grant, R. and Saslow, G. Maximizing responsible decision-making, or how do we get out of here? In Abroms, G. and Greenfield, N. (Eds.) The New Hospital Psychiatry. Academic Press, New York, 1971 (Related the WAS to the program and practices on a small heavily-staffed university teaching hospital ward; ETE, Chapter 4).

Gripp, R. and Magaro, P. A token economy program evaluation with untreated control ward comparisons. Behavior Research and Therapy, 9:137-139, 1971 (Used the WAS to help specify the effects of developing a token economy program as compared with untreated control programs; ETE, Chapter 5).

Guido, J. and Haberland, J. A study of nursing staff attire in county psychiatric wards. Paper presented at the California State Psychological Association Convention, Los Angeles, Calif., January, 1971 (Used the WAS to identify changes in the treatment environment related to allowing nursing staff to wear street clothes; ETE, Chapter 5).

Heal, K., Sinclair, I. and Troop, J. Development of a social climate questionnaire for use in approved schools and community homes. British Journal of Sociology, 24:222-235, 1973 (Used the CIES as a basis from which to develop a social climate questionnaire for British correctional school and community homes; ECCS, Chapter 6).

Henchy, T. A measure of the press of an outpatient clinic. Unpublished manuscript, New Hope Guild Center, Brooklyn, New York, 1970 (Attempted to adapt the WAS items to measure the press of an outpatient psychiatric clinic; ETE, Chapter 5).

Hill, M. Inmate and staff perceptions of Alaskan correctional institutions. Systems and Research Unit, Division of Corrections, Anchorage, Alaska, 1973 (Used the CIES to carry out program comparisons and evaluations in adult correctional institutions in Alaska; ECCS, Chapter 6).

Jesness, C., DeRisi, W., McCormick, P. and Wedge, R. The Youth Center Research Project. American Justice Institute and California Youth Authority, Sacramento, Calif., 1972 (Describes the use of the CIES in comparing transactional analysis and behavior modification correctional programs; ECCS, Chapter 6).

Jones, H. A study of open and closed prisons. Social Science Research Council Newsletter, 23:2-4, London, England, May, 1974 (Used the CIES to compare open and closed prisons in the United Kingdom; ECCS, Chapter 6).

Katrin, S. The effects on women inmates of facilitation training provided correctional officers. Doctoral dissertation, University of Georgia, Athens, GA., 1972; also published in Criminal Justice and Behavior, 1:5-12, 1974 (Used the CIES as one measure of the effects of a staff training program in a women's correctional facility; ECCS, Chapter 6).

Kish, G. Evaluation of ward atmosphere. Hospital and Community Psychiatry, 22:159-161, 1971 (Used the WAS to compare and give feedback to five different VA hospital programs; ETE, Chapter 5).

Kish, G., Solberg, K. and Uecker, A. Locus of control as a factor influencing patients' perceptions of ward atmosphere. Journal of Clinical Psychology, 27:287-289, 1971 (Relates the Rotter I-E Control Scale to patient perceptions of ward atmosphere; ETE, Chapter 3).

Kish, G., Solberg, K. and Uecker, A. The relation of staff opinions about mental illness to ward atmosphere and perceived staff roles. Journal of Clinical Psychology, 27:284-287, 1971 (Relates the Opinions about Mental Illness Scale to staff perceptions of treatment environments; ETE, Chapter 3).

Klein, R., Pillsbury, J., Bushey, M. and Snell, S. Psychiatric staff: Uniforms or street clothes? Archives of General Psychiatry, 26:19-22, 1972 (Used the WAS to evaluate changes in the treatment environment related to allowing nurses to wear street clothes; ETE, Chapter 5).

Kleinsasser, D. Social atmosphere of Fort Logan psychiatric teams. A comparison with other hospitals. Unpublished manuscript, Fort Logan Mental Health Center, Denver, Colo., 1969 (Constructed a WAS profile for an entire psychiatric hospital and discussed its overall treatment milieu; ETE, Chapter 5).

Kronick, R. The impact of perceived organizational climate on academic performance. Southern Journal of Educational Research, 6:168-188, 1972 (Used a modified form of the initial version of the CIES to assess the social climates of 8th grade English classes and found that students who perceived classes as more supportive obtained higher grades in those classes).

LeMay, M. and Frichette, R. URES responses of students in an all-male, an all-female, and a coed residence hall. Center for Research on Student Life and Development. Office of Student Services, Administrative Servies Building, Oregon State University, Corvallis, Ore., 1974 (Gave the URES to students in an all-female hall, an all-male hall, and a coed hall at Oregon State University to determine whether perceptions of environments were affected by residence type or sex).

Leviege, V. Group relations: Group therapy with mentally ill offenders. Masters Thesis, Fresno State College, Fresno, Calif., 1969; also published in Corrective Psychiatry and Journal of Social Therapy, 16: 15-25, 1970 (Used the WAS to investigate the effect on the ward treatment environment of five months of training psychiatric nurses and technicians in group therapy; ETE, Chapter 5).

Lohn, H. Occupational status and its relationship to perceptions of organizational climate. Masters Thesis, School of Social Work, University of Maryland, College Park, MD., 1974 (Found that CIES perceptions of a minimum security correctional facility were related to the individual's status in the environment).

Maier, L. A resocialization program on state mental hospital wards serving long-term patients. Doctoral dissertation, Catholic University of America, Washington, D.C., 1970 (Found relatively little change in the treatment environment after the institution of a minimal resocialization in training program; ETE, Chapter 5).

Mangum, P. Attitudes toward the mentally ill and community care among professionals and their students. Masters Thesis, Department of Psychology, University of Georgia, Athens, GA., 1973 (Used the COPES to study faculty and student attitudes about ideal treatment environments.)

McManus, E.J. Report on the Pierce student co-op. Housing Office, University of California, Davis, Calif., 1973 (Used the URES to evaluate the social environment of a student co-operative living group).

Mezzich, J. An evaluation of quantitative taxonomic methods. Doctoral dissertation, Department of Psychology, Ohio State University, Columbus, Ohio, 1975 (Used WAS socres from 72 treatment programs as one data set by which to compare different cluster analysis techniques).

Moore, M. Study of Boulder County Jail. Department of Sociology, Universit of Colorado, Boulder, Colo., 1975 (Used the CIES to assess inmate and staff perceptions of the Boulder County Jail).

Olds, C. An analysis of the Veteran's Workshop: The evaluation of a work-for-pay rehabilitation program. Masters Thesis, Department of Psychology, San Jose State University, San Jose, Calif., December, 1975 (Used the WAS to help evaluate a Veteran's Workshop program that enables psychiatric patients to work-for-pay in a sheltered setting).

Oregon Mental Health Division. Report on staffing adjustments at Oregon State Hospital. Salem, Ore., 1971 (Found that simple changes such as having nurses wear street clothes instead of uniforms, or adding clerks to a ward, failed to produce changes in the treatment milieu; ETE, Chapter 5).

Palmer, T. Differential placement of delinquents in group homes: The Group Home Project final report. California Youth Authority, Sacramento, Calif., 1972 (Developed an observer rating form of the CIES to compare and evaluate group homes for juvenile offenders; ECCS, Chapter 10).

Penwarden, G. Nursing staff morale on mental wards. Bachelors Thesis, Queens University, New York, 1969 (Modified the WAS items to apply to the work environment of psychiatric program staff; ETE, Chapter 5).

Rosenfield, J. and Linn, M. Perceptions of penal environment and attitude change. Journal of Clinical Psychology, 32:548-553, 1976 (Measured attitudes toward imprisonment and authority and their relationship to perceptions of the prison environment, as assessed by the CIES).

Schwartz, J. The relationship of perceived ward atmosphere to ward outcome. Doctoral dissertation, Department of Psychology, University of Denver, Denver, Colo., 1974 (Related the WAS to three indices of treatment outcome; ETE, Chapter 8).

Scully, C. Resident and staff perceptions of the prison environment: A psychosocial evaluation. Division of Research Statistics, Department of Corrections, Frankfort, Kentucky, 1973 (Used the CIES to carry out program comparisons and evaluations in adult correctional institutions in Kentucky; ECCS, Chapter 6).

Stacey, M. Survey of patient and staff attitudes at Whitchurch Hospital, Cardiff. Medical Sociology Research Centre, University College at Swansea. Swansea, Great Britain, 1974 (Assessed patient and staff views of current and preferred treatment environments in 12 units of one hospital).

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